

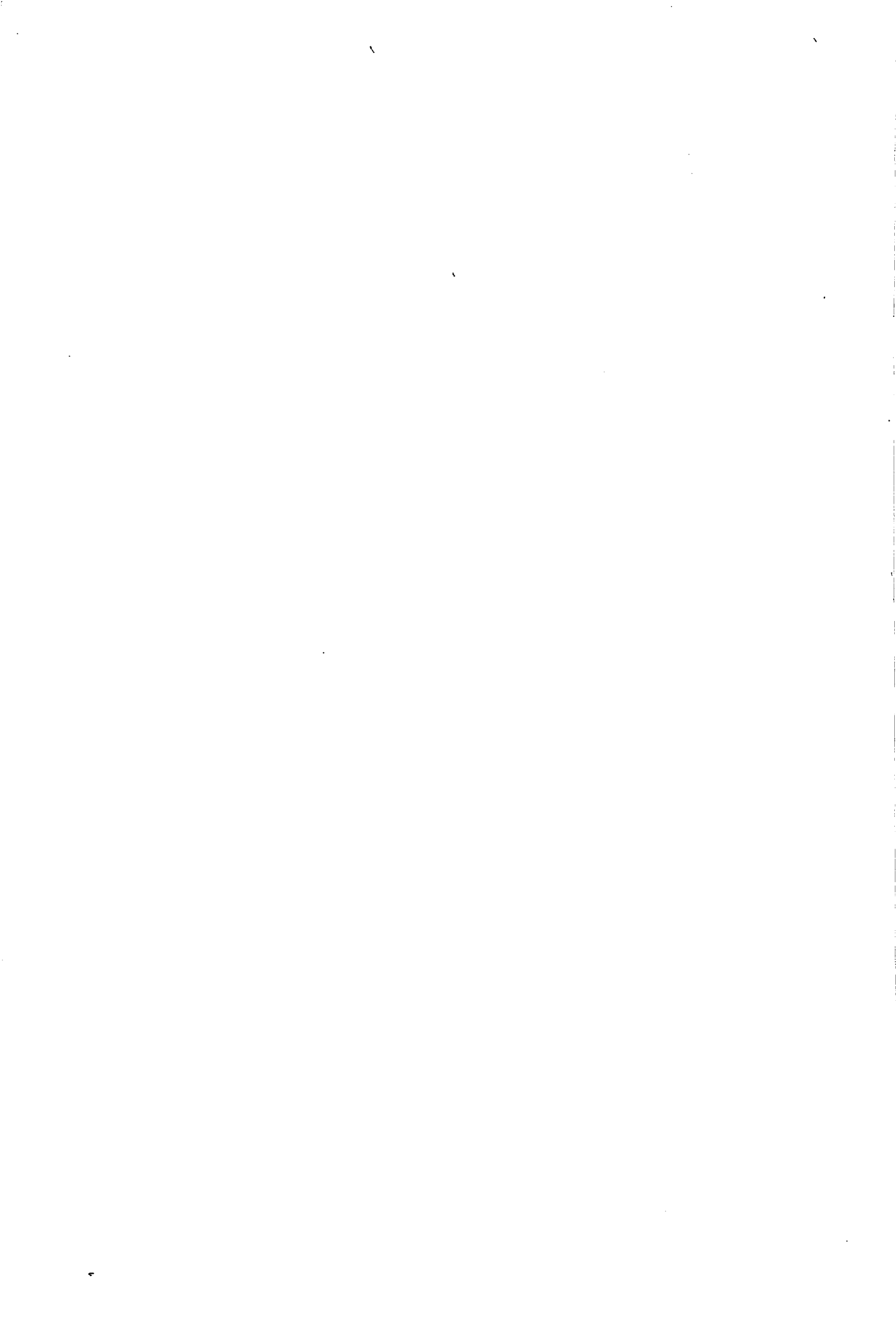


**NATIONAL
CURRICULUM
COUNCIL**

**NATIONAL
CURRICULUM
COUNCIL
CONSULTATION
REPORT**

MAY 1991

MODERN FOREIGN LANGUAGES



**NATIONAL CURRICULUM COUNCIL
MODERN FOREIGN LANGUAGES
IN THE NATIONAL CURRICULUM**

**A report to the Secretary of State for Education and Science
on the statutory consultation for attainment targets
and programmes of study in modern foreign languages**



**NATIONAL
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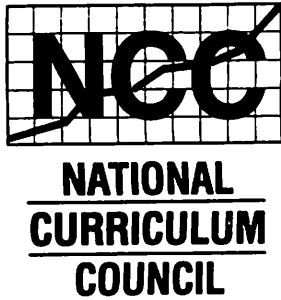
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From the Chairman and Chief Executive

Our Ref: GLM0242T

23 May 1991

The Rt. Hon. Kenneth H. Clarke QC, MP
Secretary of State for Education and Science
Elizabeth House
York Road
LONDON
SE1 7PH

Dear Secretary of State,

MODERN FOREIGN LANGUAGES IN THE NATIONAL CURRICULUM

I am pleased to send you NCC's report of the statutory consultation on your predecessor's proposals for attainment targets and programmes of study for modern foreign languages for pupils aged 11-16. A summary of views expressed during consultation appears in section 2. Our advice and recommendations are set out in section 3. Proposals for attainment targets, statements of attainment and programmes of study are made in sections 4 and 5. Council, as requested, has taken into account the advice from the School Examinations and Assessment Council (SEAC) on the assessment implications of the proposals.

In preparing its report, Council has taken note of responses from many organisations, schools and individuals. It has been assisted by its National Curriculum Committee A and Modern Foreign Languages Task Group, whose members include experienced middle school and secondary teachers, advisers, teacher trainers, academics and representatives from DES, SEAC, CCW, HMI and the Welsh Office.

Council warmly welcomed the proposals and endorsed the framework for the modern foreign languages curriculum recommended by the Working Group. Council's amendments strengthen the relationship between attainment targets and programmes of study but do not alter the framework.

There was strong support in the consultation for four attainment targets. Council has simplified the definitions of the attainment targets to make their titles readily intelligible and accessible to pupils, parents and employers. Council has also heeded requests from many teachers and schools that the number of statements of attainments should, wherever possible and without loss of rigour, be reduced to a more manageable number. Hence, the statements have been reduced from 144 to 102. Council has also reworded and reordered some statements to make their intention clearer, progression more explicit and comparability across attainment targets more consistent. Non-statutory examples have been adapted, where necessary, to reflect these changes.

In considering programmes of study, Council has responded to the concerns of some respondents to the consultation that more guidance is needed to plan schemes of work based on programmes of study. Part 1 of the programmes of study has therefore been restructured to make links with attainment targets clearer for purposes of curriculum planning and review. The General Requirements stress the interdependence of the four language skills of speaking, listening, reading and writing, and Council's non-statutory guidance will reinforce this.

Council's report of the statutory consultation is the beginning of a programme of work aimed at supporting the introduction of modern foreign languages as a subject of the National Curriculum starting in the autumn term 1992. It is a particularly appropriate year for its introduction and Council warmly welcomes your commitment to the importance of offering a choice of modern foreign languages to all pupils from ages 11 to 16. Council has already begun work on the non-statutory guidance which will help teachers prepare schemes of work. It will subsequently publish INSET material.

In conclusion, I should like to thank all those individuals and groups who responded to the statutory consultation. Their comments and suggestions will continue to influence Council's thinking and future work in modern foreign languages long after the publication of this report. I should also like to thank NCC staff who have worked extremely hard to meet stringent deadlines. They have once again been admirably supported by staff from the National Foundation for Educational Research. I place on record my gratitude to them all.

Yours sincerely
Jance.

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1. CONSULTATION

The proposals

- 1.1 The Education Reform Act 1988 provides for the establishment of a National Curriculum comprising foundation subjects to be taught to all pupils of compulsory school age in maintained schools. For each subject there are to be attainment targets, programmes of study and assessment arrangements. Statutory proposals for attainment targets and programmes of study for modern foreign languages were published in October 1990. In his letter to NCC (Appendix A) the Secretary of State for Education and Science asked Council to seek views on the proposals and to address a number of general issues including practicability, level and coverage.
- 1.2 NCC consulted associations of local education authorities (LEAs), bodies representing the interests of school governing bodies and organisations representing school teachers; and others with whom consultation appeared to Council to be desirable, as required under Section 20 of the Education Reform Act 1988. The objective of the statutory consultation was to produce clear recommendations in a form which could be put into a draft Order under Section 4(2)(a) of the Act: these are included in sections 4 and 5. The closing date for the submission of evidence and representations was 14 February 1991. A summary of the views expressed during consultation is set out in section 2 and Council's advice and recommendations on the general issues are presented in section 3.
- 1.3 Council was asked to consider a number of issues concerning the National Curriculum for modern foreign languages, including the programmes of study for those pupils who will not follow in key stage 4 a single subject GCSE course in a modern foreign language, the number of profile components and the format of the Section 3 Order which, at present, sets out two schedules of languages. Council took advice from the School Examinations and Assessment Council (SEAC) on the assessment implications of the proposals.

The process of consultation

- 1.4 In addition to the organisations mentioned in the Act, NCC invited comments from advisers' associations, assessment and validating bodies, careers associations, industry, parents, further and higher education associations and institutions, religious bodies, organisations representing pupils with special educational needs, subject associations and others. In

all, 450 bodies were formally consulted, including all local education authorities in England.

- 1.5 Copies of the proposals were sent to all maintained schools in England, with the request that responses be returned to local education authorities, who were asked to consider their schools' views when formulating their replies.
- 1.6 NCC received 562 responses of which 166 were from organisations formally consulted, and the remainder were from other organisations or from schools and individuals. In addition, Council is grateful to the many teachers and others who, through seminars and conferences, contributed to the consultation with constructive and detailed advice.
- 1.7 The process of consultation has been assisted by the National Curriculum Council's Task Group for modern foreign languages, whose members included experienced middle school and secondary teachers, advisers, higher education lecturers, academics and representatives from DES, SEAC, CCW, HMI and the Welsh Office.

The response form

- 1.8 To facilitate analysis, the National Curriculum Council distributed a response form (Appendix C) which was used by most respondents. This form contained seven sections seeking narrative comment on the following: attainment targets, levels of attainment and statements of attainment; programmes of study; profile components and assessment, and other key issues including implementation. In addition, respondents were asked to answer summary questions using a six-point scale to show their degree of agreement or disagreement.

The analysis of responses

- 1.9 Every response received by NCC was read and many of the comments and suggestions have been included in this report. The responses will be of considerable value in the development of non-statutory guidance and in-service training material for teachers.
- 1.10 The National Foundation for Educational Research in England and Wales (NFER) provided a team of educational researchers who, together with NCC staff, undertook the detailed analysis of written comments.
- 1.11 Sections 2 and 3 of this report draw on data from the analysis of the response forms and on detailed comments from respondents. Percentages given in the report indicate general trends and highlight significant comments.

1.12 Council extends its gratitude to NFER for its assistance in analysing the information in the response forms. The conclusions drawn, however, and the advice and recommendations presented to the Secretary of State for Education and Science in this report, are those of Council.

2. SUMMARY OF VIEWS EXPRESSED DURING STATUTORY CONSULTATION

Attainment targets

- 2.1 Most respondents accepted the proposed four ATs for modern foreign languages. Only 6% disagreed with the definitions of the ATs, although some alternative drafting was suggested. 9% felt that the ATs lacked sufficient clarity. 91% of respondents agreed with the proposal to include four ATs in the Order. A small number of respondents (32) commented on the importance of recognising the overlap between ATs.

Statements of attainment

- 2.2 More than half of all respondents expressed the view that ten levels of attainment were appropriate in modern foreign languages. Respondents felt that this was necessary to ensure comparability with other National Curriculum subjects. Over half those responding thought that the full range of ten levels should be available in both key stages.
- 2.3 The majority of respondents held that the SoAs provide a proper basis for the curriculum. 10% believed that the statements were too numerous. However, 32% of respondents noted that the SoAs were not sufficiently clear for assessment purposes and clarification was urged.
- 2.4 Over half of the respondents reported that the SoAs were too demanding. In particular, levels 9 and 10 were identified as being unduly difficult. 35%, while recognising that level 10 had been scaled down, agreed that it was still too demanding.
- 2.5 There was no consensus on whether lines of progression from level to level were clear or whether levels were comparable across ATs. A majority of respondents wished to see greater exemplification of SoAs. One third of schools and over half of lists A and B felt that SoA were open to interpretation, were too generalised and needed clarification.

Programmes of study

- 2.6 While the majority, albeit some with reservations, agreed that the range and extent of PoS were acceptable, 17% disagreed. Comments made included the view that the PoS:
- were over-ambitious (19%)
 - were too broad in scope (8%)
 - were insufficiently defined (4%)

The proposals do not set out PoS for each AT. This was accepted by 36% of respondents, only 3% actively disagreeing. There was less certainty as to whether they were adequate to develop schemes of work: 10% for example, held the view that both Parts I and Part II failed to provide sufficient guidance.

- 2.7 Most respondents were content that PoS adequately supported SoA. The majority also accepted that the proposals allowed teachers sufficient scope to exercise their professional judgement in choosing teaching methods. There was a strong measure of approval for the seven Areas of Experience though some concern about whether aspects of them were appropriate for pupils pre-16.

Profile components and assessment

- 2.8 Only 3% of respondents disagreed with the Working Group's recommendation that there should be 4 Profile Components. 6% held that PC4 (Using Written Language) should have a lower weighting. 60% were strongly in favour of 4 PCs for reporting purposes.
- 2.9 Views were mixed on the Working Group's proposal for a content-free framework for SATs, though 19% expressed concern that comparability would be problematic in any locally devised scheme. Respondents from lists A and B were more positive than schools about the flexibility implicit in the proposal. There was also no consensus on the use of the target language in SATs: 24% agreed, while 16% disagreed.
- 2.10 On GCSE, there was no firm acceptance of the proposals.
- 2.11 31% agreed with the report's recommendation on the reporting of attainment of pupils who study more than one language. There was also approval for the Working Group's view on records of achievement.

Key issues

- 2.12 *Revision of the Section 3 Order*

There were 294 responses to this question of which 80% were in favour of the proposed revision.

- 2.13 *The Working Group's recommendations on the course in KS4 for those pupils not following a single subject GCSE.*

Only 55% responded to this question and opinions were equally divided. 11% questioned the value of pupils following only two ATs. Schools were less firm in their responses, eg only 4.3% advocated a full course for all pupils whereas 9% of Lists A and B supported that view.

2.14 *Use of the target language*

26% of respondents agreed with the recommendations on the use of the target language in the classroom. 7% disagreed. Reservations were expressed however: some (14%) felt that the principle was a good one, but putting it into practice was less easy. One quarter of school responses held that the target language might not always be appropriate in all circumstances.

2.15 *A single modern foreign language for 5 years*

20% agreed; 22% disagreed. Many respondents (16%) commented that pupils who had experienced difficulty with one foreign language should be able to change at the start of KS4. It was noted by 12% of respondents that some pupils should have the opportunity to study two languages throughout both key stages.

2.16 *Special educational needs*

One fifth of all respondents broadly supported the Working Group's comments on modern foreign languages for pupils with special educational needs.

2.17 *Equal opportunities*

Only 1% disagreed with the report's comments on equal opportunities.

2.18 *Bilingual pupils*

There was strong support for the Working Group's advice on bilingual pupils.

2.19 *The second foreign language*

The majority of respondents accepted the comments made about the second foreign language in the report. There was concern expressed, however, about the likely amount of time available for two modern languages (21%) and that the National Curriculum jeopardised the second foreign language (11%). 13% of respondents urged an early start for the second language.

2.20 *Information technology*

The Working Group's views on IT were welcomed but often qualified by reference to the resource and INSET implications.

2.21 *Implementation*

Many respondents expressed concern about implementation, commenting on:

- staffing implications (37%)
- the need for appropriately qualified staff (25%)
- the need for more INSET (18%), in particular language refreshment (14%) and teaching methods (13%)
- the need for new materials (17%)
- the importance of foreign language assistants (16%)
- the importance of foreign visits (14%)
- the need for advice on planning schemes of work (13%) and record-keeping (11%)

3. COUNCIL'S ADVICE AND RECOMMENDATIONS, TAKING ACCOUNT OF CONSULTATION

- 3.1 In his letter of 30 October 1990 (Appendix A), the Secretary of State asked Council to prepare a report containing the views expressed during the statutory consultation, and Council's advice and recommendations on attainment targets, statements of attainment and programmes of study. In drawing up its recommendations, Council was required to have regard to practicability, level and coverage.

Practicability

Are the proposals such as will be manageable by pupils and teachers and will they allow teachers sufficient flexibility to make use of their own expertise and interests? Will they be suitable (with any necessary modifications) for pupils with special educational needs?

- 3.2 It is Council's view that the proposals contain attainment targets and programmes of study which are worthwhile, challenging and manageable for all pupils. Respondents to the consultation were concerned that the programmes of study should strike an appropriate balance between detail on the one hand and scope for teachers to exercise their professional judgement in determining content on the other. Amendments to the programmes of study recommended by Council are intended to make them more useful to the teacher in the classroom. Detailed comment on PoS is contained in paras 3.10 - 3.13 below.
- 3.3 In formulating its advice, Council has taken into account the need to facilitate access for pupils with special educational needs.
- 3.4 Council recommends that the curriculum for modern foreign languages should apply to all pupils, with every effort being made to facilitate access for all pupils, including those with special educational needs.

Coverage

Is there any omission from the proposals for attainment targets and programmes of study of items which are essential to the modern foreign languages curriculum?

- 3.5 It is Council's view that the proposals cover those items which are essential to the modern foreign languages curriculum.

Attainment targets

3.6 Council noted the strong support for the four attainment targets in the proposals and its recommendations make no changes to the nature or number of ATs. The titles of the ATs have been amended to clarify them for parents, pupils and employers.

3.7 Council recommends that there should be four attainment targets for modern foreign languages.

AT1 Listening: the ability to understand and respond to spoken language.

AT2 Speaking: the ability to communicate in speech.

AT3 Reading: the ability to read, understand and respond to written language.

AT4 Writing: the ability to communicate in writing.

3.8 Many respondents to the consultation commented adversely on aspects of the statements of attainment. Council has accordingly provided greater clarity and precision in the SoAs and provided clearer lines of progression. There were 144 SoAs in the original proposals and, given concern about undue complexity of assessment, Council has reduced the number of statements to 102. This has been done without loss of rigour and care has been taken to ensure that the coverage of the curriculum remains the same.

Levels of attainment

Are the levels of attainment within the proposed targets pitched so as to be both realistic and challenging across the whole ability range?

3.9 Council recognises that many respondents to the consultation expressed concern about the perceived difficulty of levels 9 and 10. It holds the view, however, that the rigour and challenge of the Secretary of State's proposals should be maintained. It needs to be recognised that level 10 in all NC subjects necessarily goes beyond grade A at GCSE. Council believes that standards of modern foreign language competence in this country need to be improved and that aim requires a greater degree of challenge and expectation.

Programmes of study

3.10 The Secretary of State asked NCC to advise him on the way in which the programmes of study material in the relevant paragraphs of chapter 6 of the Working Group's report

should be set out in the document associated with the Order. Council's recommended PoS incorporates those parts of chapter 6 which it deems appropriate for a statutory document. Other sections from chapter 6 will be used in non-statutory guidance.

- 3.11 In addition, Council has reorganised the PoS into a form which will be clearer and more useful for teachers. This has been done without altering the spirit of the proposals. In Part I, Council has made clear the links between PoS and the relevant ATs. Overlap in the first part of the PoS has been excised. Council has been mindful of the Secretary of State's expressed wish for flexibility for teachers to exercise choice and judgement over the detail of what is taught and the methods of teaching.
- 3.12 The Secretary of State's proposals set out the principle by which a reduced course for pupils not taking a single subject GCSE in modern foreign languages should be constructed. Council considered at some length whether a short course based on a reduction in the number of attainment targets was appropriate. It recognises, however, that a choice of any two ATs gives schools and pupils considerable flexibility at key stage 4. A choice of ATs will allow pupils to build on their positive achievements by choosing those ATs in which they have particular strengths; match their choice of ATs to the most likely combination of skills needed in a vocationally oriented course; combine a short course in MFL with a short course in another subject in a way which allows the choice of AT to be guided by the nature of the other subject.
- 3.13 Council proposes to monitor closely the curriculum implications of short courses in modern foreign languages. Council also stresses the need for guidance to be given to pupils so that their choice of ATs is appropriate to their circumstances and abilities.
- 3.14 Council recommends that the programmes of study described in this report be placed in the draft Order for modern foreign languages.

The Section 3 Order

- 3.15 Council was invited to consult on the Working Group's recommendation that there should be a change in the format of the Order made under Section 3 (2) (b) of the Act whereby the languages accepted as appropriate for the National Curriculum are set out under two schedules: the eight working languages of the European Community and, secondly, eleven other languages of commercial and cultural importance. The evidence from the consultation strongly supports the Working Group's proposal that the Order should be revised to contain a single list of the

languages now in Schedules 1 and 2. **Council recommends, therefore, that the Order should be so revised.**

Assessment

- 3.16 The School Examinations and Assessment Council advised Council on the assessment implications of the proposals. That advice informed Council's work, particularly on statements of attainment. It is summarised in section 6 of this report.

Profile components

- 3.17 The Secretary of State reserved judgement on the Working Group's proposal that each of the attainment targets should be a profile component. Respondents supported four PCs but not with discernible enthusiasm. In Council's view, there is no need and little justification in modern foreign languages for definitions of profile components which are the same in number and substance as the four ATs. It does not propose therefore to recommend profile components in modern foreign languages.

Non-statutory guidance

- 3.18 Non-statutory guidance (NSG) will be published by the Council to advise teachers on the implementation of the Order. Council will draw on its consultation data, the Working Group's report and the advice of its task group to produce the NSG. It will include guidance on:
- modern foreign languages as a NC subject;
 - using both SoAs and PoS for curriculum planning, including schemes of work;
 - differentiation and the needs of pupils across the full range of ability;
 - the nature of attainment and progression;
 - using the target language in the classroom;
 - curriculum management (departmental policy and planning, links with other subjects and liaison between schools).

4. RECOMMENDATIONS FOR ATTAINMENT TARGETS AND STATEMENTS OF ATTAINMENT

AT1	Listening:	the ability to understand and respond to spoken language.
AT2	Speaking:	the ability to communicate in speech.
AT3	Reading:	the ability to read, understand and respond to written language.
AT4	Writing:	the ability to communicate in writing.

- NOTE:
- i) In ATs 2 and 4, pupils are required to express themselves **in the target language**. In ATs 1 and 3, where a response is spoken or written, it should be **in the target language**, except where a response in another language is a necessary part of the task (*eg in an interpreting exercise*).
 - ii) Pupils unable to communicate by speech may use other means including the use of technology, signing, symbols or lip-reading as alternatives to speaking and listening.
 - iii) Pupils who need to use non-sighted methods of reading, such as braille, may use alternatives which do not demand a visual approach.
 - iv) The use of technological aids by pupils who depend on them physically to produce their written work is acceptable.
 - v) Reference materials may be used except where the task, as specified in the statement of attainment, precludes their use (*eg in AT4/2b 'write individual words from memory'*).
 - vi) Modifications relating to AT3 for pupils studying Chinese (Cantonese or Mandarin) and to ATs 3 and 4 for pupils studying Japanese are detailed at the end of AT4.
 - vii) The examples printed in italics serve to illustrate the statements of attainment and are non-statutory.

ATTAINMENT TARGET 1

Listening: the ability to understand and respond to spoken language.

STATEMENTS OF ATTAINMENT

EXAMPLES

Pupils should be able to:

LEVEL 1

- | | | |
|----|--|--|
| a) | understand and respond to familiar utterances of up to four words. | <i>Respond to simple greetings, instructions, statements and questions.</i> |
| b) | identify individual items in a list. | <i>Identify food and drinks from a spoken list; point to pictures of named items; recognise and respond to individual words in songs or games.</i> |

LEVEL 2

- | | | |
|----|--|---|
| a) | understand and respond to the gist of simple sentences. | <i>Tick on a grid to show which topics have been talked about in a simple taped interview; mime to different actions in a song.</i> |
| b) | identify and understand specific details in familiar utterances. | <i>Place symbols of leisure activities in the order in which they are mentioned in a simple dialogue.</i> |

LEVEL 3

- | | | |
|----|--|---|
| a) | understand and respond to short instructions, messages and dialogues made up of familiar language in simple sentences. | <i>Listen to a real or imaginary interview with a well-known person and invent one based on the original.</i> |
|----|--|---|

- b) identify and note main points and specific details in short instructions, messages and dialogues.

Follow street directions using an unmarked plan, noting the name and location of particular buildings and landmarks.

LEVEL 4

- a) understand and respond to longer instructions, messages and dialogues made up of familiar language in simple sentences.

Listen to a regional weather report and place symbols on a map; participate in structured role-play (eg in a bank) or conversation (eg about meals).

- b) identify and note specific and significant details in longer familiar messages or dialogues.

Write down words from a song which relate to different categories (such as numbers or adjectives); pick out prices or names of everyday items from an advertisement.

LEVEL 5

- a) understand and respond to sequences of spoken language which include familiar words, phrases and material from different contexts.

Respond to a video of short interviews of people talking about their jobs, by comparing different aspects of these jobs, possibly using notes taken during the interviews.

- b) extract specific information or details from longer sequences of spoken language.

Take down details of train times and ticket prices given over the phone in role-play.

LEVEL 6

- a) understand and respond to a range of speech which includes familiar language in unfamiliar contexts.

Listen to a cassette (perhaps accompanied by photos and brochures) which introduces a class from a link school at home or abroad.

- b) understand the gist or main points of a range of speech, including short narratives.

Pick out the main points from a description of a link school's town (eg its climate, location, local tourist attractions and festivals).

- c) extract specific information or details from a wide range of familiar material.

Pick out times and titles of films, and booking arrangements, from a recorded box office message.

LEVEL 7

- a) understand and respond to a wide range of speech which contains both simple and complex sentences and some unfamiliar material.

Fill in a questionnaire on a foreign town based on information from a foreign visitor, radio or TV interview or documentary.

- b) summarise the gist and report specific information or details from messages, news items and narratives.

Listen to the news headlines and produce the outline of a newspaper's front page using desk top publishing software.

LEVEL 8

- a) understand and respond to a variety of types of speech in which opinions and different points of view are expressed.

Listen to a discussion about leisure pursuits, clothes, music or fashions, identifying and explaining preferences of different speakers.

- b) draw inferences when listening to familiar and some less familiar material.

Listen to a speaker in a phone conversation, and guess what the other speaker might have said or what the topic of conversation is.

- c) recognise attitudes and emotions from verbal or cultural clues.

Listen to a number of local people being interviewed about a piece of local folklore, recognising their attitudes towards it and strength of feelings.

LEVEL 9

- a) understand and respond to a variety of factual and imaginative material in an increasing range of contexts, some of which express issues and concerns.

Contribute to a discussion on healthy life-styles; understand advertisements promoting products to do with health and fitness.

- b) summarise in detail, report and explain short extracts from news items, interviews or documentaries containing opinions, argument and discussion.

Watch a TV discussion about the planned redevelopment of a town and summarise the main arguments.

LEVEL 10

- a) respond to a range of factual and imaginative speech, drawing inferences, summarising and reporting on a range of concrete and abstract subjects.

Describe the main character, outline the plot, and summarise the sequence of events in an extract from a film or play; speculate on what came before and after the extract shown.

- b) recognise and comment on how spoken language varies according to the speaker, audience, purpose, situation and topic.

With the help of structured questions, recognise the difference between the language of advertisements, children's stories, news reports, conversations in the home and other situations.

ATTAINMENT TARGET 2

Speaking: the ability to communicate in speech.

STATEMENTS OF ATTAINMENT

EXAMPLES

Pupils should be able to:

LEVEL 1

- | | | |
|----|--|---|
| a) | respond very briefly to what is seen or heard. | <i>Say 'yes', 'no'; give name and age; name objects and familiar items in pictures.</i> |
| b) | imitate with approximate pronunciation and intonation. | <i>Repeat simple questions, new words and phrases, greetings, numbers 1-10, rhymes, songs, tongue-twisters.</i> |

LEVEL 2

- | | | |
|----|--|---|
| a) | produce short simple responses to what is seen or heard. | <i>Give a simple description of people, places, objects (eg colour, size).</i> |
| b) | give and find out simple information. | <i>Ask and answer simple questions (eg about themselves and their families).</i> |
| c) | ask for help with comprehension. | <i>Ask for help in relation to the task (eg "I don't understand"); use stock phrases to ask "What does .. mean? What's the (FL) for ...?"</i> |

LEVEL 3

- | | | |
|----|--|--|
| a) | initiate and respond with intelligible pronunciation using memorised language. | <i>Take part in a brief prepared 'first-meeting' conversation with someone of the same age met on holiday.</i> |
| b) | adapt memorised words and phrases. | <i>Vary statements about the opening and closing times of different institutions (eg the bank/ post office ... opens/closes at ... 10.00/11.00).</i> |

- c) express feelings, likes and dislikes in simple terms. *Give short reactions (eg it's good, it's boring, I agree; so do I, I like/dislike ...).*

LEVEL 4

- a) initiate and respond in conversation or role play on familiar topics using appropriate forms of personal address. *Ask and answer questions (eg about leisure activities or food preferences) using a questionnaire with other pupils and adults.*
- b) give a short presentation or prompted talk on everyday activities, interests or future plans. *Speak for a short time, using notes or a prepared speech on hobbies, life at home or intended career.*
- c) offer simple explanations in response to the question "why?" *Give simple reasons for liking/disliking different types of TV programme or school subjects.*

LEVEL 5

- a) maintain a short conversation, showing an ability to move between topics, and express feelings and opinions in simple terms. *Talk to a partner about school and out-of-school activities, seeking and giving information, views and opinions.*
- b) use simple descriptive language to make brief statements about people or places, and one's own recent experience and future events. *Plan next weekend's activities, taking account of the weather forecast and a guide to local events in a newspaper.*
- c) speak confidently and intelligibly when using familiar language.

LEVEL 6

- a) initiate and sustain an unprompted conversation on a familiar topic which contains an unpredictable element. *Phone a friend to make arrangements to go out, reaching an agreement after discussing alternative possibilities.*

- | | | |
|----|--|--|
| b) | ask about, describe and narrate past, present and future actions and events. | <i>Describe a recent trip, real or imagined, using diary notes, programmes, photos, and other souvenirs; ask a visitor about his/her trip and plans for the rest of the visit.</i> |
| c) | ask for and offer explanations of specific detail in meaning. | <i>Ask someone to explain a particular word or phrase; explain the meaning of a notice, sign, newspaper headline to a foreign visitor.</i> |

LEVEL 7

- | | | |
|----|--|---|
| a) | adapt language to match unpredictable elements in otherwise familiar situations. | <i>Respond to questions about photos of recent events (eg work experience, a field trip).</i> |
| b) | seek and respond to opinion. | <i>Give opinions and ask others their opinions about a song, story or matter of personal or topical interest.</i> |
| c) | give clear instructions or explain how something is done. | <i>Explain how to make something (eg a simple recipe) or how to get somewhere; explain the rules of a game.</i> |
| d) | speak with fluency, good intonation and little error when talking about familiar topics. | |

LEVEL 8

- | | | |
|----|--|--|
| a) | initiate and maintain conversations where the situation has unpredictable elements or the people are unfamiliar. | <i>Entertain a native speaker visiting the school, offering a guided tour (with a plan) and answering the visitor's questions.</i> |
| b) | discuss facts, ideas and experiences using a range of vocabulary, structure and time references. | <i>Respond to a spoken or written text on education or the world of work, drawing on personal experiences and looking to the future.</i> |

LEVEL 9

- a) discuss a range of material and topics, both factual and imaginative, varying vocabulary, structure and tense in order to match language to purpose and context. *Give or seek personal views and opinions in an informal discussion with friends, and in a more formal situation (eg in an opinion poll).*
- b) seek and offer reasons to back up statement or opinion. *Telephone a phone-in programme to challenge or respond to the views of a previous caller, giving reasons for agreeing or disagreeing.*
- c) discuss alternative courses of action and possible consequences. *Explain or invent what happened before or after a video or magazine extract, suggesting possible alternatives.*
- d) speak with fluency, spontaneity, and consistent pronunciation, showing an ability to vary intonation.

LEVEL 10

- a) talk freely, with little formal error, using a wide range of language in discussion about factual and imaginative material, matching language to audience, purpose and context. *Report an event depicted in photographs or pictures and respond to questions of fact and opinion posed by others; give the outline of a short story or article and answer further questions of detail.*
- b) express a range of responses and attitudes to events, issues and opinions, developing an argument and giving reasons. *Introduce a discussion on the dangers of smoking by giving a brief presentation of the facts and figures, expressing opinions and seeking comment.*

ATTAINMENT TARGET 3

Reading: the ability to read, understand and respond to written language.

STATEMENTS OF ATTAINMENT

EXAMPLES

Pupils should be able to:

LEVEL 1

- a) understand and respond to individual words presented in context.

Recognise signs and words on display in the classroom or in the textbook; match labels to objects; match labels and pictures using a keyboard overlay.

LEVEL 2

- a) understand and respond to familiar short phrases presented in context.
- b) find out the meanings of new words by referring to exercise books, text books, or glossaries.
- c) identify individual consonants and vowels [or, in Japanese, syllables] occurring in familiar words.

Understand captions, simple maps and diagrams, messages on a postcard, a simple song, rhyme or short cartoon story; follow simple written instructions.

LEVEL 3

- a) understand and respond to texts consisting of short simple sentences in familiar contexts.
- b) recognise words and phrases encountered for the first time in the written form, using knowledge of script [except for pupils studying Chinese].

Understand dialogues from a textbook or written by older pupils; match titles to paragraphs using word-processing software.

- c) choose from a range of short texts and begin to read independently.

Select a book or text at the appropriate level from a structured reading scheme.

LEVEL 4

- a) understand and respond to short, factual and imaginative texts, both printed and handwritten, which include sentences containing short clauses and some unfamiliar language.
- b) deduce the meaning of unfamiliar words using knowledge of language and script.

Identify key points in an article from a magazine or newspaper; extract information from a brochure to pass on to somebody else; respond in writing to a letter or message from a penfriend.

LEVEL 5

- a) understand and respond to texts, including short narratives, which include some complex sentences and some unfamiliar language.
- b) predict the meanings of unfamiliar words and phrases from their context.

Read information leaflets and brochures; short newspaper extracts; letters or electronic mail messages from penfriend, hotel or tourist office; short stories and songs.

Make a reasoned guess at the meaning of a word or a passage; predict the correct sequence of words in a text using text manipulation software.

LEVEL 6

- a) understand and respond orally or in writing to a range of texts containing views and opinions.
- b) choose reading material and read independently from a range of suggested texts.

Identify different points of view in newspaper or magazine articles to help with a written task; reply to advertisements and personal writing produced by young native speakers.

Scan a magazine for an article of interest; select a book appropriate to their own level from the class library.

LEVEL 7

- a) understand and respond to a wide range of texts on familiar topics and which contain complex sentences and unfamiliar language. *Use reading as a stimulus to express their own views on familiar topics; write simple stories and news items for younger pupils.*
- b) identify and extract information for a specific purpose from a wide range of texts. *Read details of programmes, timetables, posters and spreadsheets; make use of pamphlets and other reference materials for work on a short project; respond to official documents such as application forms.*

LEVEL 8

- a) understand and respond to a range of texts where some of the subject matter is unfamiliar. *Read selected extracts from fiction and poetry; use computer databases to obtain information about less familiar subjects.*
- b) choose reading material from a wide range of texts, including fiction, and read for personal interest as well as for information. *Choose material for use in a group task connected with reading or another subject, as well as material for private reading.*
- c) understand a range of structures and idiomatic expressions, using some of these in their own speech or writing. *Show signs of trying out recently encountered words, phrases, structures and idioms in new contexts.*

LEVEL 9

- a) understand and respond to texts in a variety of registers, using selectively a range of reference materials, including a monolingual dictionary. *Read official/formal material in order to summarise the main points; use reading as a stimulus for creative writing.*

- b) understand and respond to writing in which familiar issues are discussed and evidence and points of view are expressed.

Read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.

LEVEL 10

- a) summarise, comment on and discuss contrasting points of view and the main themes in a range of factual and imaginative texts.

Study an article or series of articles presenting arguments for and against a particular cause; comment on aspects of a piece of fiction; produce a short review (oral or written) on a text.

- b) plan, undertake and discuss a programme of independent reading in which texts are chosen for personal interest and information.

Read with a large degree of independence, using appropriate reference sources selectively; discuss their choice of reading and reactions to different texts.

ATTAINMENT TARGET 4

Writing: the ability to communicate in writing.

STATEMENTS OF ATTAINMENT

EXAMPLES

Pupils should be able to:

LEVEL 1

- a) copy familiar words correctly.

Copy subject title on to notebook; copy words as aid to learning; type words using word processor or keyboard overlay.

LEVEL 2

- a) copy familiar short phrases correctly.

Write simple signs or instructions for classroom or corridor use; copy set phrases used regularly in class; select words on a keyboard overlay to construct simple phrases.

- b) write individual words from memory.

Write the names of familiar objects (eg in a memory game); label items in a picture; write a shopping list.

And, for pupils learning Chinese or Japanese:

- c) copy simple characters with correct stroke order.

LEVEL 3

- a) write short sentences to convey simple, factual information.

Write captions for pictures; describe the weather; write about themselves, family and friends.

- b) write short phrases from memory.

Design a simple menu or wall-signs containing classroom instructions; label the rooms in a house after hearing a description of rooms and their furniture.

And, for pupils learning Chinese or Japanese:

- c) copy a range of characters with correct stroke order.

LEVEL 4

- a) write a small number of related sentences from memory to find out and convey simple information or feelings. *Seek autobiographical information from a pupil in a different class, as a prelude to writing to a penfriend abroad.*
- b) adapt a simple text by substituting individual words and set phrases. *Adapt a greeting card or thank-you note; fill in an official form or personal ID card based on a model.*

And, for pupils learning Chinese or Japanese:

- c) copy a wide range of characters with correct stroke order.

LEVEL 5

- a) produce a short piece of continuous writing, consisting of simple sentences, to seek and convey personal information, feelings and opinions. *Describe a favourite person or picture, situation or a familiar object; write a telephone message based on notes taken during a role-play telephone conversation.*
- b) adapt a simple model text by substituting phrases and simple sentences of their own. *Adapt a postcard, or part of a letter, to suit their own purpose.*
- c) apply basic elements of grammar to new contexts and generally adopt correct word order.

LEVEL 6

- a) use simple descriptive language to write about familiar topics and experiences, including future and past events. *Record a sequence of recent events (real or imagined) in a diary.*

b) perform familiar tasks which require elementary linking of sentences and structuring of ideas.

Keep a diary, write a dialogue or conversation; record statistics and facts from reference books and magazines.

c) use formal and informal styles of writing at a simple level.

Write a letter booking accommodation at a hotel or requesting more information; write to a penfriend about a recent family holiday.

LEVEL 7

a) write a number of simple, discrete statements to explain how something is done or give clear instructions.

Design a poster listing school rules or how to use public transport.

b) produce a short piece of continuous writing, real or imaginary, linking sentences and paragraphs and structuring ideas.

Contribute to a news-sheet for a link school; write a personal account of an event for the school magazine.

c) redraft writing tasks already given, achieving greater accuracy, precision and variety of expression.

LEVEL 8

a) write a short imaginative text, responding to and developing the content of something read, seen or heard.

Write the story suggested by a news headline, photo, cartoon.

b) express ideas, opinions or a personal point of view, with reasons, on a familiar topic.

Write about a trip made at home or abroad, explaining ways in which it was successful and how it could have been improved; write a letter to express an opinion about a programme or television series.

- c) seek information or the views of others on a matter of personal significance.

Design and write a questionnaire; write up the results of the survey using a word processor.

LEVEL 9

- a) express a range of responses and attitudes to events, issues and opinions.

Write a letter to the press about a current or recent event; respond to someone else's letter about the same event, expressing different opinions.

- b) develop an argument giving reasons in support of or against a particular point of view.

Write a short speech to present in a formal debate on a topical issue (listing the advantages and disadvantages of various options).

- c) complete a range of written tasks, both factual and imaginative, adapting length and style to match purpose and reader.

Write an article for younger pupils on being a teenager; prepare a leaflet for foreign visitors about local amenities and businesses.

LEVEL 10

- a) adopt different ways of writing on the same subject in order to change the impact on the reader.

Produce an awareness-raising poster, a letter to local industry, and a short article for a school magazine on the same topic.

- b) choose the appropriate form of writing for a particular task, organising content and ideas to produce a coherent and largely accurate piece of writing.

Produce a simple brochure, leaflet, survey, booking form or 'standard letter' for use with visitors from abroad in a real or simulated work experience (eg with the local tourist office).

- c) write independently on a range of factual and imaginative topics with little or no use of reference materials.

Write for different purposes and different audiences on a range of subjects, in a time limit and without reference materials if the nature of the task requires it.

Modifications relating to AT 3 for pupils studying Chinese (Cantonese or Mandarin)

When assessing progress in AT 3, teachers should have the option of glossing the pronunciation of less common characters using "pinyin" or a similar romanised transcription. The extent of glossing for different levels is as follows:

Level 1 and 2: up to half the characters.

Levels 3 - 10: a decreasing proportion of glossing may be used at each level, reducing to none at level 10 except, where necessary, for proper names and the occasional very uncommon character or word.

Modifications relating to ATs 3 and 4 for pupils studying Japanese

When assessing progress in AT 3, teachers should have the option of glossing the pronunciation of less common characters using "kana". The extent of glossing for different levels is as follows:

Level 1: any characters.

Level 2: up to half the characters.

Levels 3 - 10: a decreasing proportion of glossing may be used at each level, reducing to none at level 10 except, where necessary, for proper names, specific technical terms and very uncommon words or phrases.

Pupils performing unaided writing tasks should not feel constrained to use characters if the meaning is clear when the word is written in "kana" symbols.

5. RECOMMENDATIONS FOR PROGRAMMES OF STUDY

The examples in italics serve to illustrate the programmes of study and are non-statutory.

GENERAL REQUIREMENTS FOR PROGRAMMES OF STUDY

- 1 Two programmes of study are defined:

Model A - for pupils in KS3 and those in KS4 following a single subject GCSE course.

Model B - for pupils in KS4 not following a single subject GCSE course.

- 2 The programmes of study for both models at key stages 3 and 4 consist of two parts:

Part I - Learning and Using the Target Language.

Part II - Areas of Experience.

Part I covers the skills which should be developed through activities in the target language. Part II sets out the content of the modern foreign language curriculum as areas of experience which should be explored through the target language. Parts I and II of the programmes of study should be taught together.

- 3 Throughout both programmes of study, pupils should take part in activities which:
 - **combine two or more of the four language skills (listening, speaking, reading, writing), where appropriate;**
 - **enable them to use language for real purposes as well as to practise skills;**
 - **help them acquire, learn and use the target language to communicate with each other, their teacher and other speakers of the language.**

- 4 Pupils are expected to use the target language. Provision should be made for pupils who need to use:
 - **non-sighted methods of reading, such as Braille, or acquire information in a non-visual or non-aural way;**
 - **means of communication other than speech, including technological aids, signing, symbols or lip-reading;**
 - **technological aids in producing written work.**

- 5 All pupils should have opportunities in both key stages to develop information technology capability through the programmes of study.

PROGRAMME OF STUDY MODEL A

PART I: LEARNING AND USING THE TARGET LANGUAGE

1 COMMUNICATING IN THE TARGET LANGUAGE

Links
with:

In **speaking** the target language, pupils should have regular opportunities to:

AT2

- practise and develop their pronunciation and intonation;
- communicate information which is not known to the listener;
- describe everyday activities and narrate events;
- express personal feelings and opinions;
- develop and justify their own ideas and opinions;

AT2
and
AT1

- ask and answer questions;
- find out and give information;
- ask about meanings, seek clarification or repetition;
- give and ask for explanations and instructions;
- take part in structured and less structured role-play;
- initiate and sustain conversations, some of which contain unpredictable elements;
- discuss their own interests and experiences and compare them with those of others;
- discuss an increasingly wide range of issues and ideas;
- adjust language to suit context, audience and purpose;

**AT2
and
AT1/AT3**

- summarise and report the main points of spoken or written texts;
- express agreement and disagreement;
- use what they hear or read as a stimulus for speaking.

**Links
with:**

In **writing** the target language, pupils should have regular opportunities to:

AT4

- copy phrases, sentences and short texts;
- communicate information which is not known to the reader;
- describe everyday activities and narrate events;
- express personal feelings and opinions;
- develop and justify their own ideas and opinions;
- write about their own interests and experiences and compare them with those of others;
- discuss an increasingly wide range of issues and ideas;
- vary language to suit context, audience and purpose;
- produce a variety of types of writing (*eg connected sentences and paragraphs, stories, poems, songs, diaries, letters*) for various audiences, including other learners;

AT4
and
AT3

- ask and answer questions;
- find out and give information;
- seek clarification;
- give and ask for explanations and instructions;
- redraft their own writing to improve its accuracy and presentation;
- redraft an existing written text (including their own) for a different audience or purpose;

AT4
and
AT1/AT3

- make notes from what they hear or read;
- summarise and report the main points of spoken or written texts;
- express agreement and disagreement;
- use what they hear or read as a stimulus for their own writing;

AT4
and
AT1,2,3

- record and express information in different forms (*eg text, tables, charts, graphs*), for different audiences.

2 UNDERSTANDING AND RESPONDING

Links
with:

In **listening** to the target language, pupils should have regular opportunities to:

AT1

- listen attentively;
- follow clear directions and instructions;
- interpret meaning from visual and other non-verbal clues;
- use the context of what they hear as a guide to meaning;
- listen for gist and detail to identify and abstract information;

AT1
and
AT2/AT4

- respond to different types of spoken language (eg songs, rhymes, poems, plays, messages, instructions, dialogues, conversations, narratives and reports from the media or live sources, extracts from news items, interviews and documentaries).

Links
with:

In **reading** the target language, pupils should have regular opportunities to:

AT3

- follow clear directions and instructions;
- interpret meaning from visual and other non-verbal clues;
- use the context of what they read as a guide to meaning;
- skim texts for gist and scan for detail to identify and abstract information;
- read extensively for personal interest;

AT3
and
AT2/AT4

- respond to different types of written text, of varying lengths (eg signs, notices, postcards, letters, short stories, poems, diaries, brochures, newspaper or magazine articles, extracts from authentic imaginative writing).

3 DEVELOPING LANGUAGE LEARNING SKILLS AND AWARENESS OF LANGUAGE

Links
with:

In learning and using the target language, pupils should have regular opportunities to:

AT
1, 2,
3, 4

- learn phrases by heart;
- learn (and at times recite) short texts (*eg rhymes, poems, songs, jokes or tongue twisters*);
- learn how sounds are represented in writing;
- develop their awareness of the different conventions of the written and spoken language;
- increase their awareness of different language forms and registers;
- use knowledge about language (linguistic patterns, structures, grammatical features and relationships) to infer meaning and develop their own use of language;
- predict meaning and content;
- interpret between the target language and another language (*eg pass on information to someone who does not speak the target language, using the other person's mother tongue*).

4 DEVELOPING CULTURAL AWARENESS

Links
with:

In learning and using the target language, pupils should have regular opportunities to:

AT
1, 2,
3, 4

- come into contact with native speakers in this country and (where possible) abroad;
- work with authentic materials from the countries or communities of the target language, (*eg from link schools abroad or schools in this country*);
- consider the similarities and differences between their own culture and those of the countries and communities where the target language is spoken;
- identify with the experiences and perspectives of people in these countries and communities, (*eg in role-play or creative writing*);
- investigate, discuss and report on aspects of the language and culture of these countries or communities;
- learn the use of social conventions (*eg forms of address and greetings*) and become increasingly aware of cultural attitudes as expressed in language.

5 DEVELOPING THE ABILITY TO WORK WITH OTHERS

Links
with:

In learning and using the target language, pupils should have regular opportunities to:

AT
1, 2,
3, 4

- plan and carry out practical and creative activities with a partner or in a group;
- conduct surveys and other investigations in the class, school or outside;
- interview each other, adults and (where possible) native speakers;
- take part in language games;
- take part in improvised drama;

and, during key stage 4, pupils should also have the opportunity to:

- work on extended joint assignments with other members of a group;
- use the target language in a real or simulated adult working environment.

6 DEVELOPING THE ABILITY TO LEARN INDEPENDENTLY

Links
with:

In learning and using the target language, pupils should have regular opportunities to:

AT
1, 2,
3, 4

- work independently of the teacher (on their own and with others);
- use a range of reference materials and resources (*eg glossaries, exercise books, text books, bilingual and monolingual dictionaries, indexes, encyclopaedias*);
- use computers (*eg for language games, problem-solving, information retrieval, word processing, drafting and redrafting, desktop publishing and communicating via electronic mail*);
- develop independence in their choice of tasks, materials, and use of equipment (*eg audio and video recorders and video cameras*).

PART II: AREAS OF EXPERIENCE

1 Pupils must explore seven areas of experience over the period of each key stage. The areas of experience are:

- Area A: Everyday Activities**
- Area B: Personal and Social Life**
- Area C: The World Around Us**
- Area D: The World of Education, Training and Work**
- Area E: The World of Communications**
- Area F: The International World**
- Area G: The World of Imagination and Creativity**

2 Each area of experience is illustrated by a number of possible topics appropriate to key stages 3 and 4. Topics should:

- be relevant to pupils' needs and interests;
- give pupils a good insight into each area of experience, at a breadth and depth matched to their individual capabilities, maturity and interests;
- provide opportunities for comparisons between the pupil's own way of life and that of the other language community;
- be planned and taught in a way which helps pupils develop the knowledge, understanding and skills needed to progress through the levels of attainment in each attainment target.

3 Through the areas of experience, pupils should have opportunities in each key stage to:

- explore links with other subjects;
- develop knowledge, understanding and skills related to cross-curricular dimensions and themes;
- extend their knowledge and understanding of the language, linguistic conventions and culture of the country or communities where the target language is spoken.

4 The seven areas of experience are detailed below. Areas of experience are not mutually exclusive; some topics relate to more than one area of experience. **The examples of topics in italics are non-statutory.**

AREA A : EVERYDAY ACTIVITIES

During each key stage, pupils should have regular opportunities to explore in the target language topics which deal with **activities they are likely to engage in at home and at school. This should include the language of the classroom.**

Examples of topics:

- *home life*
- *daily routines*
- *shopping*
- *food and drink*
- *going out*
- *leisure activities and sports*
- *youth culture*
- *school life*
- *school holidays*

AREA B : PERSONAL AND SOCIAL LIFE

During each key stage, pupils should have regular opportunities to explore in the target language topics which deal with **aspects of their personal lives; relationships with family, friends and others; social attitudes, customs and institutions which are relevant to them.**

Examples of topics:

- *self, family and friends*
- *being a teenager: relations with others*
- *health and fitness*
- *personal problems*
- *major institutions (schools, hospitals, clubs, etc)*
- *special occasions: personal, local, national, religious*
- *personal, teenage and social attitudes towards religion, politics and society (including stereotyping and equal opportunities).*

AREA C : THE WORLD AROUND US

During each key stage, pupils should have regular opportunities to explore in the target language topics which deal with the **physical environment including their own home, home town or region and environmental themes at home and abroad.**

Examples of topics:

- *house and home*
- *home town and region*
- *the wider world*
- *weather and climate*
- *the natural world*
- *the man-made environment*
- *local history and geography*
- *home region compared with a region abroad*

AREA D : THE WORLD OF EDUCATION, TRAINING AND WORK

During each key stage, pupils should have regular opportunities to explore in the target language topics which deal with **education, training, employment and careers; the world of business and industry.**

Examples of topics:

- *school subjects, courses and further study or training*
- *jobs, occupations and future career plans*
- *personal experience of the world of work*
- *money: prices, cost of living, banks*
- *personal finance*
- *local businesses, industry and commerce*
- *unemployment*
- *tourism locally and abroad*

AREA E : THE WORLD OF COMMUNICATIONS

During each key stage, pupils should have regular opportunities to explore in the target language topics which deal with **various means of communication, including the use of information technology and the media.**

Examples of topics:

- writing and sending letters (informal and formal) including the use of electronic mail/fax
- phones and phoning
- radio, television and satellite TV
- newspapers, magazines, comics
- computers and IT at home, school and work
- advertising

AREA F : THE INTERNATIONAL WORLD

During each key stage, pupils should have regular opportunities to explore in the target language topics which deal with **experiences of travelling or staying abroad; contact with speakers of the foreign language; wider international issues.**

Examples of topics:

- foreign contacts, travel and holidays
- school visits and exchanges
- helping and hosting visitors from abroad
- national stereotypes
- international organisations and events
- the foreign language in use in different countries or regions of the world

AREA G : THE WORLD OF IMAGINATION AND CREATIVITY

During each key stage, pupils should have regular opportunities to explore in the target language topics which deal with **imaginative and creative activities of all kinds; hobbies and interests; the creative arts in one's own and other cultures.**

Examples of topics:

- designing and making
- popular, classical or folk music
- fashion and make-up
- short stories, songs and poems
- TV, cinema, theatre and other entertainments
- photography, drawing and painting, famous pictures and artists
- making a class cassette, magazine or video

PROGRAMME OF STUDY MODEL B

FOR PUPILS NOT FOLLOWING A SINGLE SUBJECT GCSE MODERN FOREIGN LANGUAGE COURSE AT KEY STAGE 4

1. Pupils not following a single subject GCSE course in a modern foreign language at key stage 4 are required to select **any two attainment targets** for assessment purposes. They will also follow a reduced programme of study consisting of:

- **the General Requirements;**
- **all material from Part I of Programme of Study Model A which relates to the two attainment targets selected;**
- **Part II of Programme of Study Model A.**

2. *Part I of Programme of Study Model A* identifies links between attainment targets and opportunities for learning and using the target language. These links are indicated by boxes containing the number of the related attainment targets in bold type.
3. Where material from *Part I of Programme of Study Model A* has links with an attainment target which a pupil has not selected for assessment purposes, the requirement relating to that particular attainment target does not apply.
4. This is the minimum statutory requirement for pupils following *Programme of Study Model B*. Teachers may also draw on other material from *Part I of Programme of Study Model A*.

6. SUMMARY OF ADVICE ON ASSESSMENT FROM THE SCHOOL EXAMINATIONS AND ASSESSMENT COUNCIL

- 6.1 The Secretary of State invited SEAC to advise NCC on five areas: the assessability of the proposals; the feasibility of establishing content-free SATs; the alignment of GCSE National Criteria with NC proposals; reduced course options; and statements of attainment.
- 6.2 SEAC believes the proposals are broadly assessable. It urges the provision of opportunities for teachers to be adequately trained in assessment issues, stressing that assessment procedures must be properly managed. KS3 assessment should be by a combination of SAT and teacher assessment.
- 6.3 SEAC expects that KS3 SATs will require some specific language content; its development work will indicate the extent to which schools or LEAs will be free to determine content. SATs will be applicable to more than one language. At KS4, SEAC does not support a content-free GCSE.
- 6.4 SEAC believes that the PoS and ATs provide a sound basis for GCSE assessment. A possible GCSE model would, in the interests of comparability, combine a nationally agreed set of topics across the seven AoEs, with a range of locally determined optional components. Both should include continuous assessment.
- 6.5 SEAC believes that for the vast majority of pupils, a full course leading to GCSE is appropriate. A reduced teaching programme might prevent meaningful linguistic progress, and work against the desired improvement of national competence in the European context. Any reduced course must be coherent and relevant to students and directed at the whole range of pupil ability. Links with other subject areas, to produce combined subjects, are envisaged. A short course should comprise all four ATs and a reduced PoS.
- 6.6 The SoAs are, in general, realistic. Some amendments are needed in order to clarify intention or sequencing, or to provide a more logical progression. In addition, some non-statutory examples are set at an unrealistic level. All the SoAs should be assessed through teacher assessment.

7. SUMMARY OF COUNCIL'S RECOMMENDATIONS AND ADVICE

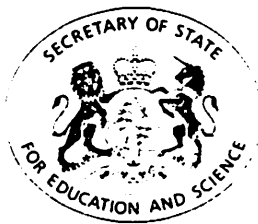
7.1 The curriculum for modern foreign languages should apply to all pupils, with every effort being made to facilitate access for all pupils, including those with special educational needs. (para 3.4)

7.2 There should be four attainment targets for modern foreign languages.

- AT1 Listening: the ability to understand and respond to spoken language.
- AT2 Speaking: the ability to communicate in speech.
- AT3 Reading: the ability to read, understand and respond to written language.
- AT4 Writing: the ability to communicate in writing.

7.3 The programmes of study described in this report should be placed in the draft Order for modern foreign languages. (para 3.14)

7.4 The Section 3 Order should be revised to contain a single list of the languages now in Schedules 1 and 2. (para 3.15)



APPENDIX A

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The Rt Hon JOHN MacGREGOR OBE MP

Duncan G Graham Esq CBE MA
Chairman and Chief Executive
National Curriculum Council
Albion Wharf
25 Skeldergate
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30 OCT 1990

Dee Duncan,

I attach in accordance with section 20 of the Education Reform Act 1988 ("the Act") proposals from the Secretary of State for Wales and myself for attainment targets and programmes of study for modern foreign languages to be specified by an order made under section 4(2) of the Act. Our proposals follow the advice of the Modern Foreign Languages Working Group, subject to the points mentioned below. The Report is printed in full, with our comments.

The Secretary of State for Wales is directing the statutory consultation process in Wales. In England, the NCC is now required to give notice of the proposals to those organisations specified in section 20 of the Act and any others it considers appropriate, and to afford them a reasonable opportunity of submitting evidence and representations as to the issues arising. The Council is then to prepare a report to me on the proposals containing a summary of the views expressed during the statutory consultations, together with the Council's own recommendations and advice. I ask that the Council's report to me should be submitted by 20 May 1991.

The Council's report will need to offer clear recommendations formulated in a way which can be given statutory effect by an order under section 4(2)(a) and (b). The Secretary of State for Wales and I believe that the Working Group's recommendations represent a satisfactory balance between what should be required in modern foreign languages and the flexibility needed by teachers to exercise choice and judgment in the delivery and detail of what is taught. I should be grateful if the Council would have regard to the following general issues when preparing its advice in the light of the consultations:

- i. practicability: are the proposals such as will be manageable by pupils and teachers and will they allow teachers sufficient flexibility to make use of their own expertise and interests? Will they be suitable (with any necessary modifications) for pupils with special educational needs?
- ii. level: are the levels of attainment within the proposed targets pitched so as to be both realistic and challenging across the whole ability range?
- iii. coverage: is there any omission from the proposals for attainment targets and programmes of study of items which are essential to the modern foreign languages curriculum?

You will see from our proposals that I am asking you to advise on the way in which the programmes of study material in the relevant paragraphs of Chapter 6 should be set out in the document associated with the Order. I should also be grateful for your advice on whether any of the material from the rest of Chapter 6 should be included in the Order.

Your Council will want to look to the School Examinations and Assessment Council (SEAC) for advice about the assessment implications of the proposals. It is most important that the proposals should provide an effective basis for assessment in modern foreign languages, should not impose an excessive burden on teachers and should reflect my provisional thinking on assessment at key stage 3, as indicated in my letter to SEAC of 9 April.

The Working Group makes proposals in Chapter 12 about the course of study for those pupils who will not follow in key stage 4 a single subject GCSE course in a modern foreign language. You will see that the Group has recommended study of at least two - any two - of the four attainment targets, but in the time available the Group was not able to develop programmes of study for the various combinations of attainment targets. I should be grateful for NCC's advice on the Working Group's recommendation and for its recommendations on how material selected from the programmes of study for key stage 4 should be specified in the associated document.

You will see from our proposals that the Secretary of State for Wales and I are reserving judgment on the Working Group's proposal that each of the four attainment targets should be a profile component: at this stage we are asking SEAC separately for its views in advance of the consultation on the section 4(2)(c) Order. You too will of course wish to seek views on this recommendation from those whom you consult.

Alongside our proposals, we are also inviting you to consult on the Working Group's recommendation of a change to the format of the Order made under section 3(2)(b) of the Act. We have noted this recommendation, but I should say here that we are minded to accept it subject to your report on the outcome of consultation on this point.

I am copying this letter to Philip Halsey at SEAC.

Yours sincerely,

John M. Halsey

APPENDIX B

ORGANISATIONS AND ASSOCIATIONS RESPONDING TO STATUTORY CONSULTATION

Under Section 20 of the Education Act 1988 the National Curriculum Council is required to give notice of the Secretary of State's proposals

- a) to such associations of local education authorities, bodies representing the interests of school governing bodies and organisations representing school teachers as appear to it to be concerned; and
- b) to any other persons with whom consultation appears to it to be desirable;

and afford them a reasonable opportunity of submitting evidence and representations as to the issues arising.

These categories are referred to as List A and List B.

LIST A

Assistant Masters and Mistresses Association
Association of Metropolitan Authorities
Association of County Councils
Catholic Education Council
Council of Local Education Authorities
General Synod of Church of England Board of Education
Methodist Church Division of Education and Youth
National Association of Governors and Managers
National Association of Head Teachers
National Association of Schoolmasters/Union of Women Teachers
National Union of Teachers
Professional Association of Teachers
Secondary Heads Association

The following national organisations, including those from List B, responded:

Advisers Associations

National Association of Advisers for Computers in Education
National Association of Language Advisers
National Association of Mathematics Advisers

Agencies, organisations and other bodies

Campaign for the Advancement of State Education (CASE)
Caribbean Teachers' Association
Community Language Teachers' Group
Conradh na Gaeilge
Equal Opportunities Commission (EOC)
Girls' Public Day School Trust
Grant Maintained Schools North West Consortium
Headmasters' Conference
Independent Schools Association
Irish in Britain Representation Group
Library Association (LA)
National Foundation for Educational Research in England
and Wales (NFER)
National Council for Educational Technology (NCET)
National Council for Mother Tongue Teaching
Service Children's Education Authority (SCEA)
Society of Education Officers (SEO)
Technical Vocational and Educational Initiative (TVEI) Training
and Enterprise Division
The Hispanic and Luzo Brazilian Council
The Italian Embassy
Welsh Joint Education Committee (WJEC)

Assessment and validating bodies

Associated Examining Board
Business and Technician Education Council (BTEC)
City and Guilds of London Institute (CGLI)
Coordinating Committee for Graded Objectives in Modern Languages
Midland Examining Group
National Council for Vocational Qualifications (NCVQ)
Northern Examining Association
School Examinations and Assessment Council
Southern Examining Group
University of London Schools Examination Board
Yorkshire and Humberside Regional Examinations Board

Industry

Confederation of Business Industry (CBI)
London Chamber of Commerce

Parents

National Confederation of Parent-Teacher Associations (NCPTA)

Publishing and the Media

The Publishers' Association: Educational Publishers' Council

Religious Bodies

Association of Religious in Education
Bible and Gospel Trust
Board of Deputies of British Jews
Free Church Federal Council

Special Educational Needs Organisations

National Association of Advisory Officers for Special Education
National Association for Remedial Education
National Deaf Children's Society
Royal National Institute for the Blind
Royal Society for Mentally Handicapped Children
and Adults (MENCAP)

Subject Bodies

Association for Language Learning
British Association for Applied Linguistics
Centre for Information on Language Teaching and Research (CILT)
Council for Education in World Citizenship (CEWC)
Council for Environmental Education (CEE)
Esperanto Asocio de Britujo
Geographical Association
Gujarati Teaching Association
Humanities Association
Joint Association of Classical Teachers

Post 16, Higher and Further Education

Conference of University Teachers of German
National Association of Teachers in Further and Higher Education
(NATFHE)
Universities Council for the Education of Teachers (UCET)
Universities Funding Council (UFC)

In addition, most local education authorities, many institutions of higher education, and other bodies responded.

NATIONAL CURRICULUM COUNCIL

CONSULTATION ON THE STATUTORY PROPOSALS OF THE SECRETARIES OF STATE FOR ATTAINMENT TARGETS AND PROGRAMMES OF STUDY FOR MODERN FOREIGN LANGUAGES

MODERN FOREIGN LANGUAGES RESPONSE FORM (ENGLAND)

The purpose of this consultation is to inform the National Curriculum Council (NCC) so that it can make clear recommendations to the Secretaries of State on their proposals for the attainment targets, statements of attainment and programmes of study for modern foreign languages.

The present proposals of the Secretaries of State and the report of the Modern Foreign Languages Working Group, on which the proposals are based, are set out in Modern Foreign Languages for ages 11 to 16.

NCC expects to receive many responses from associations, bodies and organisations which are being invited to submit evidence and representations.

In order to analyse replies it will be of the greatest assistance if you set out and label your comments according to the guidance note on pages 2 and 3.

SCHOOLS SHOULD SEND THEIR RESPONSE TO THEIR LEA IN GOOD TIME TO ALLOW THE LEA'S COMPOSITE RESPONSE TO REACH NCC BY 14 FEBRUARY 1991

HOW TO SET OUT AND LABEL YOUR RESPONSE

If you wish to use this booklet for your response, please follow the instructions in section A below.

If you wish to use your own stationery, please follow the instructions in section B below.

In either case, section C below applies.

A. USING THIS BOOKLET

This response booklet is divided into seven sections. References to relevant paragraphs of the report are given. Each section has an identifying letter:

Section	A	Attainment targets
	B	Levels of attainment and statements of attainment
	C	Programmes of study
	D	Profile components and assessment
	E	Key issues
	F	Implementation
	G	Any other comments

Within each section there are a number of points which you may wish to consider, eg in section A on attainment targets they are coded A1, A2, A3, etc. You need not comment on every point, but:

1. If you comment on any of the listed points, please label the first line of your comment by writing the corresponding code in the margin.
2. The coding of comments is essential for collation and analysis of responses. Your co-operation is most important.

On pages 17 and 18 there are questions with preset answer categories which seek general reactions to the proposals of the Secretaries of State.

B. GUIDANCE FOR COMPLETING A RESPONSE OTHER THAN IN THIS BOOKLET

If you wish to respond on your own stationery, it is essential for effective processing that you set out your response in the same order as the sections and the coding described above. This in no way precludes you from adding further headings if you wish.

Even if you do not wish to use the rest of the form, PLEASE COMPLETE PAGES 17-18 AND ENCLOSE THEM WITH YOUR RESPONSE.

C. GENERAL

Please give priority to sections A-C (attainment targets, statements of attainment and programmes of study).

Please make it clear which of the two key stages your comments cover.

The following abbreviations may be used in your response:

Attainment target	AT
Attainment level or level of attainment	AL
Statement of attainment	SoA
Standard Assessment Task	SAT
Programme of Study	Pos
Profile Component	PC
Modern foreign languages	MFL

SECTION A: ATTAINMENT TARGETS

The Working Group has identified 4 attainment targets in modern foreign languages. (See chapter 4 para 4.10).

The Secretaries of State propose that these 4 attainment targets should be included in the Order to establish the National Curriculum in modern foreign languages.

In commenting on the attainment targets, it would be helpful if you would refer to them by the labels in the right hand column of this list.

<u>Attainment target</u>	<u>Label to be used in comments</u>
The ability to understand spoken language of various kinds and to respond appropriately, though not necessarily orally.	AT1
The ability to express oneself effectively in speech and conversation, and in a variety of situations and activities, using language appropriate to audience and purpose.	AT2
The ability to read, understand and respond appropriately to written language of various kinds, and to use a variety of reading strategies and information sources.	AT3
The ability to formulate, record and convey meaning in the written language, matching content and style to readers and purpose.	AT4

Please note that in section A, only comments on the attainment targets should be made; comments on specific statements of attainment within the targets should be made in section B.

YOU MAY WISH TO COMMENT ON:

- A1 Whether you agree with the Secretaries of State's proposals to accept the 4 attainment targets for modern foreign languages.
- A2 Whether you agree with the definitions of each of the 4 attainment targets.
- A3 Whether each of the attainment targets is expressed with sufficient clarity.
- A4 Whether any of the proposed targets should be combined or subdivided and, if so, how.
- A5 OTHER POINTS

SECTION A: COMMENTS ON THE ATTAINMENT TARGETS

Unless otherwise stated comments will be assumed to cover both key stages 3 and 4. Where comments apply to a particular key stage please indicate this clearly in your response.

* Codes *
A1 etc

SECTION B: LEVELS OF ATTAINMENT AND STATEMENTS OF ATTAINMENT

The proposals of the Secretaries of State for levels and statements of attainment for modern foreign languages are detailed in chapter 5.

YOU MAY WISH TO COMMENT ON:

- B1 Whether you agree that there should be 10 levels of attainment for modern foreign languages. (paras 4.14-4.20)
- B2 Whether it is appropriate to include the full range of 10 levels for each of key stages 3 and 4. (paras 4.21-4.22)
- B3 Whether you agree that taken together the statements of attainment provide a basis for developing a coherent curriculum in modern foreign languages at key stages 3 and 4. If not, how should they be amended?
- B4 Whether the statements of attainment within each level are comprehensive. If they are too numerous, which should be omitted? If they are too few, what further ones should be added?
- B5 Whether the statements of attainment are sufficiently clear and distinct to provide a basis for assessment. If not, how should they be amended?
- B6 Whether any particular statement of attainment is likely to be too demanding at the level at which it is set. If so, which, and how should it be amended?
- B7 Whether any particular statement of attainment is likely to be insufficiently demanding at the level at which it is set. If so, which, and how should it be amended?
- B8 Whether statements of attainment demonstrate clear lines of progression from level to level within each attainment target.
- B9 Whether statements of attainment make comparable demands at the same level across different attainment targets.
- B10 Whether the exemplification of the statements of attainment is sufficient.
- B11 OTHER POINTS

SECTION B: COMMENTS ON LEVELS OF ATTAINMENT AND STATEMENTS OF ATTAINMENT

Unless otherwise stated comments will be assumed to cover both key stages 3 and 4. Where comments apply to a particular key stage please indicate this clearly in your response.

* Codes *

B1 etc

SECTION C: PROGRAMMES OF STUDY

The Secretaries of State's proposed programmes of study are set out in chapter 6 of the report.

YOU MAY WISH TO COMMENT ON:

- C1 Whether you agree with the range and extent of the proposed programmes of study.
- C2 Whether the programmes of study adequately support the statements of attainment.
- C3 Whether you agree that the programmes of study as set out in the proposals provide an adequate basis for developing a scheme of work. If not, how should they be amended?
- C4 Whether you agree that the programmes of study should cover all 4 attainment targets as an integrated whole.
- C5 Whether the programmes of study and statements of attainment allow teachers sufficient scope to exercise their professional judgement in choosing their teaching methods.
- C6 Whether you agree with the detailed proposals for content as set out in the 7 areas of experience. If not, how should they be amended? (paras 6.23-6.30)
- C7 Whether you agree with the proposals for the sequencing of topics to provide for progression from lower to higher levels. (paras 6.32-6.34)
- C8 OTHER POINTS

SECTION C: COMMENTS ON THE PROGRAMMES OF STUDY

Unless otherwise stated comments will be assumed to cover both key stages 3 and 4. Where comments apply to a particular key stage please indicate this clearly in your response.

* Codes *
C1 etc

--

SECTION D: PROFILE COMPONENTS AND ASSESSMENT

The Secretaries of State reserved judgement on the Working Group's proposal that there should be 4 profile components for modern foreign languages which correspond to the 4 attainment targets:

Profile component 1:	Responding to spoken language
Profile component 2	Using spoken language
Profile component 3	Responding to written language
Profile component 4	Using written language

YOU MAY WISH TO COMMENT ON:

- D1 Whether you agree with the Working Group's recommendation that there should be 4 profile components and, if so, whether they should have equal weighting.
- D2 Whether you agree that there should be a content-free framework for the development of SATs. (paras 7.6-7.7)
- D3 Whether you agree with the use of the target language in relation to SATs. (para 7.12)
- D4 Whether you agree with the Working Group's proposals for the framework for GCSE. (para 7.11)
- D5 Whether you agree with the Working Group's proposals for the forms which teacher assessment should take. (paras 7.13-7.14)
- D6 Whether you agree with the report's recommendations on reporting the attainment of pupils who study more than one language.
- D7 Whether you agree with the Working Group's proposals for records of achievement. (para 7.23)
- D8 OTHER POINTS

SECTION D: COMMENTS ON THE PROFILE COMPONENTS AND ASSESSMENT

Unless otherwise stated comments will be assumed to cover both key stages 3 and 4. Where comments apply to a particular key stage please indicate this clearly in your response.

* Codes *
D1 etc

--

SECTION E: KEY ISSUES

The Working Group addressed several key issues and this section asks for your comments on them.

YOU MAY WISH TO COMMENT ON:

- E1 Whether you agree that the Section 3 Order be revised in the way recommended by the Working Group. If not, should it be revised and if so, how? (ch.11)
- E2 Whether you agree with the Working Group's recommendation for those pupils who will not follow, in key stage 4, a single subject GCSE course in a modern foreign language.
- E3 Whether you agree with the principles for teaching and learning languages as set out in the report. (ch.9.)
- E4 Whether you agree with the strategies for teaching and learning as set out in the report. (ch.10)
- E5 Whether you agree with the report's recommendations on the use of the target language in the classroom. (para 10.7)
- E6 Whether you agree with the section of the report on cross-curricular opportunities. (ch.8)
- E7 Whether you agree that for the majority of pupils, the pattern of study of a modern foreign language within the National Curriculum should be that of a single language for 5 years. (ch.12)
- E8 Whether you agree with the circumstances envisaged in the report under which a pupil may change language at the end of key stage 3.
- E9 Whether you agree with the section of the report concerning pupils with special educational needs. (ch.13)
- E10 Whether you agree with the section of the report concerning equal opportunities. (ch.14)
- E11 Whether you agree with the section of the report concerning bilingual pupils. (ch.15)
- E12 Whether you agree with the section of the report concerning the second foreign language. (ch.16)
- E13 Whether you agree with the references in the report to information technology.
- E14 Whether you agree with the information provided in the language specific supplements.

SECTION E: COMMENTS ON KEY ISSUES

Unless otherwise stated comments will be assumed to cover both key stages 3 and 4. Where comments apply to a particular key stage please indicate this clearly in your response.

* Codes *
E1 etc

--

SECTION F: IMPLEMENTATION

YOU MAY WISH TO COMMENT ON:

- F1 The implications of the proposals for curriculum organisation.
- F2 The resourcing, staffing and time implications of the proposals.
- F3 The in-service training implications of the proposals.
- F4 The initial teacher education implications of the proposals.
- F5 The implications for record-keeping.
- F6 The implications for the organisation of pupil visits or exchanges.

SECTION F: COMMENTS ON IMPLEMENTATION

Unless otherwise stated comments will be assumed to cover both key stages 3 and 4. Where comments apply to a particular key stage please indicate this clearly in your response.

* Codes *
F1 etc

--

SECTION G: ANY OTHER COMMENTS

PLEASE USE THE SPACE BELOW TO COMMENT ON ANY OTHER AREAS THAT YOU CONSIDER IMPORTANT.

Unless otherwise stated, comments will be assumed to cover both key stages 3 and 4. Where comments apply to a particular key stage please indicate this clearly in your response.

SUMMARY QUESTIONS ON THE PROPOSALS OF THE SECRETARIES OF STATE

1. To what extent do you agree with the proposal to include the 4 attainment targets and their associated statements in the statutory Order for modern foreign languages?

Strongly
agree

Strongly
disagree

1 2 3 4 5 6 (circle one number)

2. To what extent do you agree with the Working Group's recommendations that there should be 4 profile components?

Strongly
agree

Strongly
disagree

1 2 3 4 5 6 (circle one number)

3. To what extent do you agree that the programmes of study are appropriate and comprehensive?

Strongly
agree

Strongly
disagree

1 2 3 4 5 6 (circle one number)

4. To what extent do you agree with the description of the framework, in terms of seven broad areas of experience, for the content of language courses?

Strongly
agree

Strongly
Disagree

1 2 3 4 5 6 (circle one number)

5. To what extent do you agree that there should be a content-free framework for the development of SATs?

Strongly
agree

Strongly
disagree

1 2 3 4 5 6 (circle one number)

6. To what extent do you agree with the proposed framework for GCSE?

Strongly
agree

Strongly
disagree

1 2 3 4 5 6 (circle one number)

7. To what extent do you agree with the recommendation that the study of a single modern foreign language throughout the 5 years of compulsory secondary schooling is the most desirable pattern for the substantial majority of pupils?

Strongly
agree

Strongly
disagree

1 2 3 4 5 6 (circle one number)

8. To what extent do you agree with the Working Group's proposal for pupils who reach level 10 in their foundation language before the end of key stage 4?

Strongly
agree

Strongly
disagree

1 2 3 4 5 6 (circle one number)

9. To what extent do you agree with the circumstances in which pupils might change foundation languages during key stages 3 and 4?

Strongly
agree

Strongly
disagree

1 2 3 4 5 6 (circle one number)

10. To what extent do you agree with the Working Group's recommendations for those pupils who will not follow, in key stage 4, a single subject GCSE course in a modern foreign language?

Strongly
agree

Strongly
disagree

1 2 3 4 5 6 (circle one number)

MODERN FOREIGN LANGUAGES RESPONSE FORM

PLEASE GIVE THE FOLLOWING INFORMATION:

Contact name:

Organisation:

Address:

Postcode:

Telephone number & extension:

SIGNED _____

(Head*/on behalf of Head of organisation/institution/association)

* delete as appropriate

ASSOCIATIONS, BODIES AND ORGANISATIONS should send their response to:

NCC Modern Foreign Languages Consultation
National Curriculum Council
Albion Wharf
25 Skeldergate
York
YO1 2XL.



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