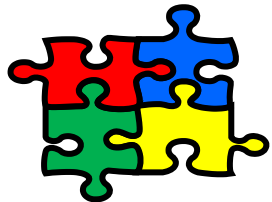


Alternative Qualifications @ KS4



Joined Up! Bringing it all together

Rachel Hawkes

rhawkes@comberton.cambs.sch.uk

www.rachelhawkes.typepad.com/linguacom



Importance of alternative qualifications

'There is... a need for a wider range of programmes and assessment options if more pupils are to be motivated to continue beyond Key Stage 3. There is already a range of interesting and successful practice in courses leading to qualifications other than the traditional GCSE.'

Lord Dearing, Languages Review, 2007.

CILT's Language Trends survey showed that the number of schools offering alternative accreditations had risen from 22% in 2006 to 47% in 2009. There is much positive evidence showing that young people are enjoying learning languages in different ways.

Aims of this session

- To remind ourselves of the performance indicators for languages and how they can be met
- To look at some alternatives to GCSE at KS4
- To discuss different models of provision for students across the ability range

Measuring performance

- **Two** performance indicators for languages:
- 1st indicator **measures** attainment of the equivalent of a full GCSE at **level 2 (A*-C)**
Attainment
- 2nd indicator **measures** attainment of the minimum of a short course GCSE at **level 1 (D-G)**
Engagement

Level 2 (1st indicator)

Any qualifications must be at level 2 (equivalent to GCSE A*-C) and must add up to a 20% contribution (or more) to the level 2 threshold e.g.:

1 GCSE at grade A*-C (20%)

2 short course GCSEs at grade A*-C (2 x 10%)

4 ASSET Languages at Intermediate (4 x 5%)

4 NVQ language units at level 2 (4 x 5%)

NB: You can also mix and match short courses, ASSET and NVQ units to make up to a full 20% and these can be in different languages and the same or different skills.

Level 1 (2nd indicator)

- GCSE short course at grade A*-C or D-G (10%)
- 2 Asset Languages at Preliminary or Intermediate (2 x 5%)
- 2 NVQ language units at level 1 or level 2 (2 x 5%)
- 1 Asset Languages unit (Preliminary or Intermediate) (1 x 5%) + 1 NVQ language unit (level 1 or 2) (5%) (Total: 10%)
- GCSE at grade D-G (20%)

Any qualifications which are equivalent to the minimum of a GCSE short course at D-G or above and contribute 10% or more to the level 1 threshold are allowed here.

Other language qualifications

National Database of Accredited Qualifications

www.accreditedqualifications.org.uk

(Check that qualifications are approved for use pre-16 - **OCNW** languages qualifications are approved only for post-16)

NB: On your CD there is an excel document with a database of alternative qualifications too



OCR Asset Languages

Separate qualifications for
Listening, Speaking, Reading,
Writing

Available in 25 languages at
different levels

www.assetlanguages.org.uk

Ways of using Asset languages

- Pupils with additional (home) languages
- Instead of GCSE – Speaking/Listening (1/2)
- Instead of GCSE (with CoPE/Language Leaders/new language via Study Support)
- Accrediting extra-curricular programmes (CULP)
- End of KS3?



ABC Awards: Level 1 & 2

ABC Award in Reading & Writing in another language
ABC Award in Speaking & Listening in another language
ABC Double Award in Practical Languages
Arabic, Danish, Dutch, French, German, Greek, Italian,
Japanese, Mandarin Chinese, Polish, Portuguese,
Russian, Spanish, Swedish, Turkish, Urdu

Note: ABC qualifications are generic and may not be offered every year in all the languages listed.

ABC website: <http://www.abcawards.co.uk/lang.php>

CILT website information:

http://www.cilt.org.uk/secondary/14-19/alternative_accreditation/abc.aspx

More qualifications

OCR Certificate in Business Language Competence Level 1 and Level 2

French, German, Italian, Spanish

http://www.cilt.org.uk/secondary/14-19/alternative_accreditation/cblc.aspx

AQA Foundation Certificate in Secondary Education (FCSE) – equivalent NC levels 4-6

French, German, Italian, Spanish

http://www.cilt.org.uk/secondary/14-19/alternative_accreditation/fcse.aspx

NVQ Language Units

Separate qualifications for Listening, Speaking, Reading, Writing
(also NVQs covering all 4 skills)

City & Guilds

French, German, Italian, Spanish

Edexcel

Arabic, Chinese, French, German, Italian, Spanish

OCR

French, German, Italian, Spanish

Note: These may only be offered through NVQ approved centres.
Only Levels 1-2 are approved for use pre-16.

CILT website link:

http://www.cilt.org.uk/secondary/14-19/diplomas_and_work-related/nvq_languages.aspx

What are NVQs?

- National Vocational Qualifications
- Recognised by employers
- Work related
- Often taken by people in the workplace



How are they assessed?

- No final exam
- Mini assessments in
 - reading, writing, speaking and listening
- Students can refer to notes in the assessments
- Students may repeat assessments to improve overall grade

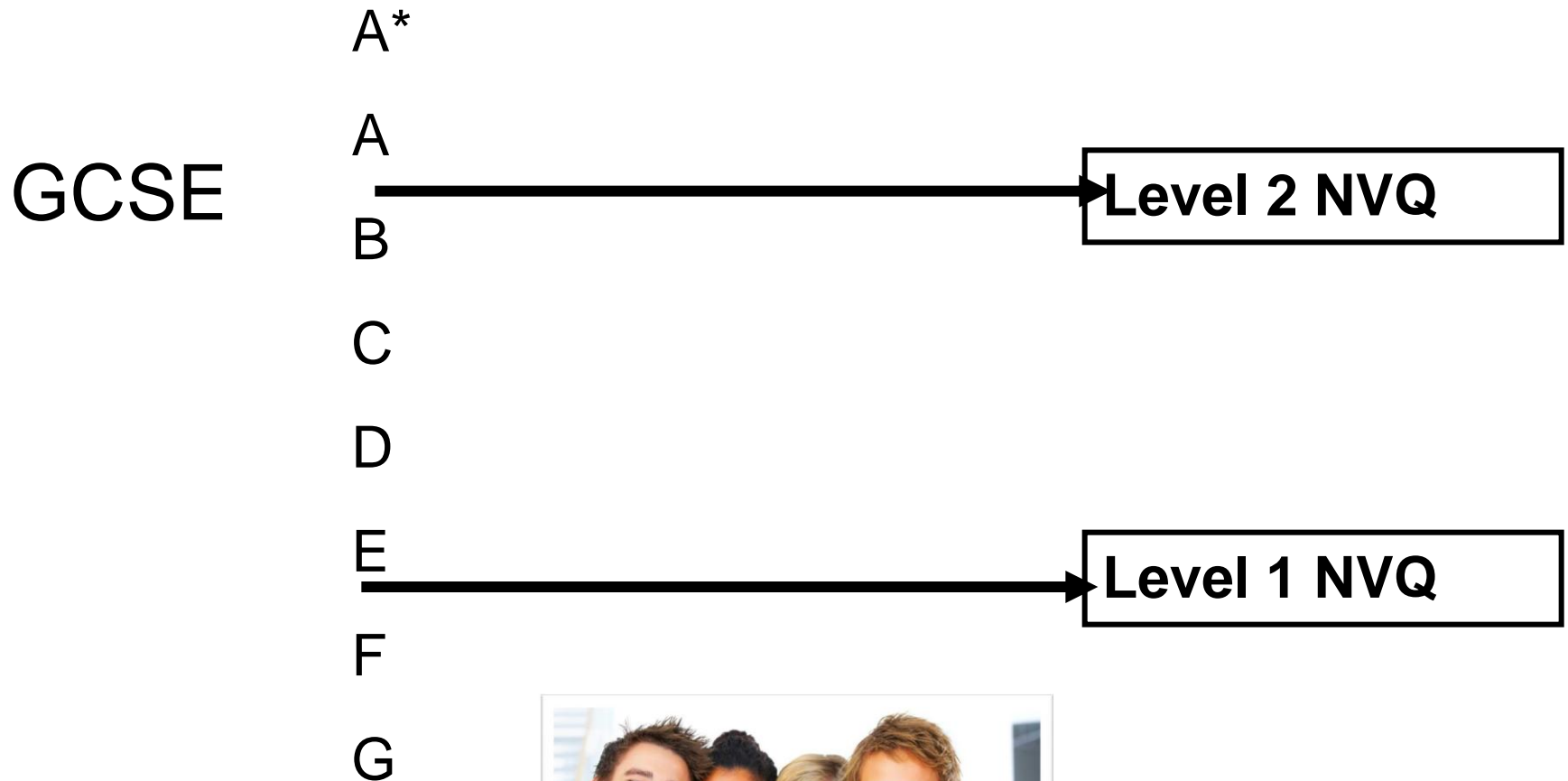


What does the course cover?

- How to communicate in a foreign language in the workplace.
- Topics include:
 - Booking travel, accommodation
 - Meeting and greeting business people
 - Business correspondence
 - Work experience/business trips abroad



NVQ compared to GCSE



Who should do the course?

- Anyone who wants a course with a ***vocational focus*** for their language learning
- Anyone who is not considering 'A/S' or 'A' level in a language but ***DOES want to achieve a Level 2 language qualification (equivalent to full GCSE language)***
- Anyone who gets stressed in exams but is motivated to work with ***short-term goals***



Summary

GCSE	NVQ
academic	vocational
general	practical
social & leisure	world of work
Exams in Year 10 & Year 11	No final exams – portfolio of small assessments

If interested, contact Juliet Park – juliet.park@ntlworld.com



Diploma

- Languages can be included in any of the first 14 lines of learning
- Languages can be included as an option within Additional/Specialist learning
- Strong employer support for languages delivered in an applied context
- Need for provision of new qualifications
- Need to raise awareness of the importance of languages

Languages Diploma

- New Languages Diploma to be available from 2011
- Exam boards currently developing draft units

For further information about Diplomas, go to:

http://www.qca.org.uk/qca_5396.aspx

(or simply put “Diploma” into the search box on the QCA homepage)

CoPE through International Communications & Business Enterprise



Winner of the 2008 Mary Glasgow
Award for 14-19 Curriculum
Innovation



ASDAN

NB: International Award (1/2 of full COPE Award)
BUT carries no points if done alone.

What is CoPE International?

The CoPe award is a portfolio-based qualification which is equivalent of a GCSE.

It can be awarded at two levels:

Level 1 is equivalent to an E-F grade

Level 2 is equivalent to a B grade..

The awarding of Levels and grades depends on the completion of credits and the quality of the proforma documenting the Key Skills of:

- Working with Others
- Improving Own Learning
- Problem Solving
- Research
- Discussion
- Oral Presentation

There are at least 3 and possibly 4 skill areas that we will assess through the challenges, work and experiences completed during the 6-day study visit in Spain.

GIJÓN, SPAIN - 2010



COPE International - Level 1 (12 units) → E GCSE
- Level 2 (12 units with 6 'B/Cs' → B GCSE



Key Skills

Working with Others
Research
Problem Solving
Improving own Learning
Discussion
Oral Presentation

How? What does this learning look like?

Pupil-centred learning in adult working environment
Self-motivated/self-directiong
Choice within curriculum
Use of ICT
Outside classroom experience
Evidence collection
Plan/Do/Review process

CoPE through International Communication and Business Enterprise

All 12 credits completed with International theme

Module	Challenge	Context	Skills Unit
1 Communication	PowerPoint presentation	Study Visit to Spain	OP
2 Citizenship & Community	Help to raise money for a good cause (20 hours)	Sponsor a child in SA	PS
3 Sport & Leisure	Learn a foreign sport and teach to others – organise a competition for younger students	in pairs for each tutor group, organise inter-form handball/volleyball competition	
4 Independent Living	Plan and organise a special event	International Coffee Morning International Festival Evening	WWO

CoPE through International Communication and Business Enterprise

Module	Challenge	Context	Skills Unit
10 International Links	Develop your skills in a modern foreign language	Learn Spanish	IOL
		Discussion of different learning methods	D
	Take part in a visit to another country	Study visit to Spain	
	Take part in a project with involves working with others of different nationalities	Build a Band challenge	(WWO)
	5 A challenges: learn song, plan International meal, link with someone from another country & exchange info, choose 3 products and compare, international issue → discussion	Spanish song, have Spanish breakfast, email Spanish student, 3 x Spanish/English products – compare prices, groups given international news to discuss	(R) (D)

CoPE through International Communication and Business Enterprise

Module	Challenge	Context	Skills Unit
7 Health & Fitness	Comparative study into 'health of the nation' in 2 different countries	Compare Peru and England	
9 Science & Technology	Design and produce seasonal 3D decorations for a multi-cultural nursery (adapt)	Piñata etc.. (with limited budget)	PS
11 Expressive Arts	Write and illustrate a story for children	Using Photoshop create a comic strip in Spanish	(WWO)
12 Beliefs and Values	Choose a moral issue that you consider important e.g. racism in football – Research views on it and present	Foreign footballers	R

What CVC students doing CoPE International say about this course:

“I think that with the international bit going to Spain like makes us like we want to learn more and makes us want to get on with the work quicker.”

What CVC students doing CoPE International say about this course:

“I think we’re learning the stuff that you’re actually going to use coz I think it helps that we’re going to Spain for the 6 days because we’re like kind of focusing on stuff to learn.”

What CVC students doing CoPE International say about this course:

“We have all the resources to do anything we want to do so there’s stuff like you can either learn off the computers or like how I learn them just looking off the sheet or just talking in your pairs so the exercises aren’t set and things, there’s like there’s the exercise and choose your way of learning it.”



**COPE International Study Visit to
Spain May 2008**



Comberton Village College Option Summary 2010 - 2012

Pupils must make four option choices of which at least one is from Block A. BTEC and Diploma Courses count as two choices. Pupils may also choose an after school option from Block C if they wish.

Block A: Languages

Pupils must opt for at least one of these courses (or Fast Track GCSE Spanish after school), unless there are exceptional circumstances. It is usually possible to take more than one of these options if desired.

GCSE French

CoPE International

GCSE German

NVQ Level 1 Spanish with Study Support

GCSE Spanish

NVQ Level 2 Spanish

**One example of KS4
languages model**

Language Leader Award



The Language Leader Award helps pupils learn to lead, using language teaching as the medium. Throughout the year long programme they develop their leadership skills, growing in confidence and enhancing their future careers.

Routes into Languages East is sponsoring the Comberton Village College model of the award. Pupils receive a flash stick for use in developing and sharing materials during the year and a certificate and pin on successful completion of the programme.

RiL is happy to run the award with other schools in the Region. Alternatively, all materials (developed and donated by Comberton Village College) are free for you to adapt for your own purposes. Visit the wiki:

<http://rilanguageleaderaward.wikispaces.com/>

No points BUT it is highly motivating! Suggestion - Do it in Year 9 as one way to raise uptake @ KS4.



Contact name: Jas Malhi

jas@i4cpublicity.co.uk

i4c Publicity Ltd

3 Broad Street

Coventry

CV6 5AX

Tel: 02476 667440

Fax: 02476 663736

www.i4cpublicity.co.uk

Action planning

- Consider your cohort
- Identify learners whose needs your current offer doesn't meet
- What sort of course would meet their needs? (and those of SMT, parents, other languages teachers?)
- Investigate further (preferably talk to someone who has introduced the course in their school)
- Write a proposal to SMT to include the new course in your options (do that as early as possible!)