

Changes ahead for ML exams

What do you need to know?



www.all-london.org.uk
mairn@dulwich.org.uk
helenmyers007@gmail.com

As used + red
notes afterwards

Briefing
17 Jan 2015
London

Helen Myers
Nick Mair

Before we start ...

- **Paradoxically, beginning with Ofsted**



- **Although that is the end of the process (judgement of what is happening) SOMETIMES looking at the end point determines what you need to do in the beginning**

Ofsted

- Ofsted deliberately now gives no subject-specific guidance –See Quality of teaching section para 4
- <https://www.gov.uk/government/publications/school-inspection-handbook>
- + letter from Sir Michael Wilshaw
- <http://helenmyers.blogspot.co.uk/2014/01/ofsted-message-from-hmci-sir-michael.html>



Ofsted

Ofsted does not favour any particular teaching style and inspectors must not give the impression that it does. School leaders and teachers should decide for themselves how best to teach, and be given the opportunity, through questioning by inspectors, to explain why they have made the decisions they have and provide evidence of the effectiveness of their choices.

Moreover, inspectors must not inspect or report in any way that is not stipulated in the framework or this handbook. For example, **they should not criticise teacher talk for being overlong or bemoan a lack of opportunity for different activities in lessons** unless there is unequivocal evidence that this is slowing learning over time. It is **unrealistic**, too, for inspectors **to expect that all work in all lessons will be matched to the specific needs of each individual pupil**. Inspectors **should not expect to see pupils working on their own or in groups for periods of time in all lessons**. They should not make the assumption that a particular way of working is always necessary or desirable. Its effectiveness depends on the impact of the quality and challenge of the work set.

Pupils may rightly be expected to sit and listen to teachers, which of itself is an ‘active’ method through which knowledge and understanding can be acquired effectively.

Inspectors should not criticise ‘passivity’ as a matter of course and certainly not unless it is evidently stopping pupils from learning new knowledge or gaining skills and understanding. When observing teaching, inspectors should be ‘looking at’ and reflecting on the effectiveness of what is being done to promote learning, not ‘looking for’ specific or particular things. Inspectors should gather robust evidence to judge and **report on how well pupils acquire knowledge, learn well and engage with lessons.**

So who determines what?



- **DfE determine content**
- **Ofqual determine assessment process**
- **Awarding organisations AOs (exam boards) propose specifications, set exams etc.**
- **Ofqual confirm standards and grades**

Big Picture KS3 + 4

- In practice, assuming that schools will be looking at GCSE as their end of KS4 exam, it makes sense to work backwards to ensure work covered at KS3 leads to KS4. Helpfully, there isn't anything specified by KS3 that is irrelevant for KS4 [apart from the phrase 'great literature']
- Therefore it does make sense for this presentation to look at KS3 first knowing that it is going to be consistent with KS4



KS3 Curriculum

- **KS3 – ‘National Curriculum’ Sep 13 (n/a for academies, independent schools)**
 - <https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>
- **Very similar to previous requirements. Differences:**
 - Absence of level descriptors. Only highest level described. So appear ‘more challenging’
 - Specific reference to ‘literary’ texts (previously ‘books’)
 - Specific about some tasks ‘translate short written texts accurately into the foreign language’ / ‘transcribe words and short sentences / provide an accurate English translation

KS3 Curriculum



Summary

- 1. Purpose: culture – curiosity – express ideas – understand others - communicate – **‘read great literature in the original language’** - foundation for future study and work
- 2. Aims: understand – speak – write
- 3. Attainment targets – know, apply and understand processes in programme of study [will discuss this after looking at curriculum]



I do so love
the Past
Historic

KS3 Curriculum

- **4. Subject content - INTRO SUMMARY:**
 - Build on foundations (whether a continuation or new)
 - L – S – R- -W – Grammar – vocab
 - Topics: Personal and factual that goes beyond immediate needs and interests – points of view – prep for future study – repair strategies
 - Grammar: tenses – variety of structures and patterns
– voices – moods –
 - Vocabulary: inferred - see topics

KS3 Curriculum

- **5. Vocabulary and grammar**
 - Grammar: tenses – variety of structures and patterns
 - voices – moods –
 - Vocabulary inferred : see topics
 - accurate grammar, spelling and punctuation

KS3 Curriculum

- **6. Linguistic competence**

- **LISTENING**

- **Input: variety – unexpected responses**
 - **Task: obtain info, transcribe words and short sentences**

- **SPEAKING**

- **Task: converse (initiate, respond to unexpected responses)**
 - **Qualities: coherence, confidence, pronunciation, intonation**

KS3 Curriculum

– READING

- **Input: original and adapted materials – range of sources**
- **Task: show comprehension and provide and accurate English translation of short, suitable material; understand language and culture**

– WRITING

- **Tasks: Write prose ...write creatively to express own ideas and opinions, translate short written text into target language**

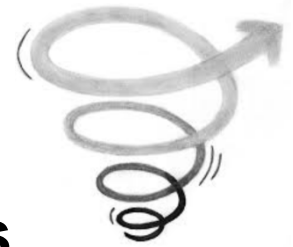
KS3 Assessment

Life after levels

- **Used to have 1-8 + EP for each skill**
- **Now no levels ... One description of Attainment targets: know, apply and understand processes in programme of study**
- **Need to demonstrate that pupils are making progress .. How do we do that?**
- **Whole range of issues – consistent with school approach etc. Various offers from organisations, groups of schools etc.**



KS3 Assessment



- A scheme of work which plans for continuous progress ('spiral').... New themes – revisiting and consolidating – broadening range of vocabulary, grammar and increasing the demand of the task and quality of response
- Collect results of periodic summative tests which measure to what extent learners have grasped the objectives
- One solution: 'rank order' .. Group into 1-6 – track attainment
- Avoid making a rod for your own back

KS4 Curriculum - DfE

KS4: GCSE First taught Sep 16; first tested Sep 18 (so for current Year 8 and below)

<https://www.gov.uk/government/publications/gcse-modern-foreign-languages>

Subject Content very similar to previous requirements. Differences:

- Specifies themes (Previously not defined to allow for teacher freedom .. CLIL etc.)**
 - (1) Identity & culture, lifestyle, values and beliefs (2) Environment, local, international and global areas of interest (3) Current and future study and employment**

KS4 Curriculum



– Writing:

- Translate sentences and short texts from English into the foreign language to convey key messages accurately and to apply grammatical knowledge of languages and structures in context



KS4 Assessment – DfE + Ofqual

Assessment Differences:

- **Requirement** for equal skills weighting (previously flexible)
- Requirement for **40%** of marks of **25%** (i.e. **10%**) for each of S and W to be allocated to accurate grammar and structures (so **20%** of total)
- External assessment for all skills (oral conducted by teacher but marked externally)

18/09/2015 TL testing 'expected'

KS4 Assessment - Ofqual

- **9th April 2014 – Ofqual**
- <https://www.gov.uk/government/publications/assessment-objectives-geography-history-ancient-languages-mfl/gcse-assessment-objectives-modern-foreign-languages-ancient-languages-geography-and-history>

2.

Modern foreign language assessment objectives

Objective	Requirements	Weighting
A01	Listening: Understand and respond to different types of spoken language.	25%
A02	Speaking: Communicate and interact in speech.	25%
A03	Reading: Understand and respond to different types of written language.	25%
A04	Writing: Communicate in writing.	25%

Assessment objectives will be fully assessed through external assessment. In each of AO2 and AO4 at least 10% of the marks available must be allocated to knowledge and accurate application of the grammar and structures of the language prescribed in the specification.

KS4 Assessment - Ofqual

Tiers: Either ALL Foundation OR All Higher

18th September 2014 – Ofqual consultation on Tiers:

- There was a high level of disagreement (74%) with the proposal that mixed-tier entries should be prohibited. However, exam boards were on the whole in support of the proposal.
- .Awarding organisations were the only group who supported the proposition (two in favour, with one not expressing an opinion),

KS4 Qualifications



- **Watch this space**
- **Consultation on conditions and guidance for exams closed Tuesday 14th Jan 23:45. Indicates how Ofqual will seek to ensure comparability across AOs (examples next slide)**
 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/387691/gcse-modern-foreign-languages-consultation-on-conditions-and-guidance.pdf
- **Out by Sep 15 to allow planning for first teaching Sep16**

KS4 Qualifications - Ofqual

Some examples of proposals to ensure fairness across boards

- **Minimum length of Translation in reading and writing assessments**
- **Minimum length of extended written text in reading**
- **Tiered papers must have questions only for levels targeted for that tier F: 1-5, Higher: 4-9 (If small number below requirement for 4, may get a 3)**
- **Questions must require knowledge of words beyond any vocabulary list given**

KS4 Qualifications - Ofqual

- Ofqual conditions and guidance 9-1 for AOs:
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/371221/2014-05-23-gcse-9-to-1-qualification-level-guidance-may.pdf
- Grading comparison between “old” A*-G and “new” 9-1

A	7
B	6
C	5
D	4
	3

AS/AL Curriculum (DfE)

**First teaching 2016. First testing 2018.
Consultation process: ALCAB group
proposals – public consultation.**

<https://www.gov.uk/government/news/decisions-following-consultation-on-as-and-a-level-subjects>

Modern foreign languages AS and A level

Modern foreign languages A level

We received 74 responses on the suitability of the modern foreign languages A level subject content, of which 18 agreed the draft content was appropriate.

Is the revised A level content in Modern Foreign Languages appropriate in view of the issues raised in ALCAB's reports?	Total	Percent
No:	40	54%
Yes:	18	24%
Not Sure:	16	22%

AS/AL Curriculum (DfE)

- Recurring suggestions from the consultation were:
 - The amount of **assessment in English should be reduced** to allow for a greater focus on teaching foreign language skills (39% of respondents)
 - The **themes** suggested by ALCAB **should be amended** to make them more engaging and appealing for students at this level (24% of respondents)
 - ALCAB should **reconsider the compulsory study of literary works** to broaden the appeal of the qualification (15% of respondents)

AS/AL Curriculum (DfE)

- The ALCAB panel considered the consultation responses regarding teaching and assessment in English and has recommended **replacing the proposed analytical essay in English with a requirement to give a critical and analytical response in the language** of study to two works presented in that language.
- ALCAB carefully considered concerns that the content was too large or too ambitious. The panel **recommended reducing the number of themes to be studied at AS level from three to two, and at A level from six to four**.
- Some respondents wanted more emphasis on communicative language skills rather than intercultural understanding. In the view of the ALCAB panel this is a false dichotomy. Their recommendations are based on the development of independent communicators in the target language whose linguistic ability is integrated with an understanding of aspects of the society and culture of countries where the language is spoken. . Employer surveys demonstrate the importance of intercultural understanding for language users.
- In response to suggested alternative topics or works to be studied, e, ALCAB recommends **extending the range of works eligible for study to include biography, as well as journals, diaries and letters**, to offer a greater choice to students. It also agreed to publish **revised indicative lists of themes**, works and research topics. The revised lists can be found at alcab.org.uk/.

AS/AL Curriculum (DfE)

**Subject content final outcome: (18th
December 2014)**

<https://www.gov.uk/government/publications/gce-as-and-a-level-modern-foreign-languages>

- 1. Intro**
- 2. Context: cognitive, academic demands as for Humanities; transferable skills; basis for further study or stand alone**
- 3. Aims and Objectives (incl develop as independent researchers)**
- 4. Subject Content (see next slide)**

AS/AL Curriculum (DfE)

Themes:

- (i) Social issues and trends**
- (ii) Political and/or intellectual and/or artistic culture**

(AS: 1 from each; AL: 2 from each)

AS: 1 literary work or film from prescribed list

AL: 2 literary works OR 1 literary work + 1 film (cannot be a film based on the book)

AL: Individual research project

Grammar (The usual!)

AS/AL Assessment (Ofqual)

- **18th December 2014**

Modern foreign languages assessment objectives

Objective	Requirements	AS	A level
AO1	Understand and respond: in speech to spoken language including face-to-face interaction; in writing to spoken language drawn from a variety of sources	20%	20%
AO2	Understand and respond: in speech to written language drawn from a variety of sources; in writing to written language drawn from a variety of sources	30%	30%
AO3	Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure	30%	30%
AO4 (AS)	Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries/communities where the language is spoken	20%	
AO4 (A level)	Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken		20%

Up to 10% of the total marks for the specification may be used for responses in English as part of AO1 and AO2, including translation into English; Questions and rubrics must be written in the expected language of response

Compare AQA now:

$$[L]AO1 \ 22/15 = 37\%$$

$$[R]AO2 \ 32/6 = 38\%$$

$$[G: S + W]AO3 \ 16/9 = 25\%$$

AS/AL Qualifications (Ofqual)

- **Watch this space**



Current: AS/A2

- **A* Issue**
- **ALL statement – web reference**
- **Our starting point was unreliable grading + too few A*s relative to the number of A grades in languages. Joint ISMLA. ALL, ASCL, HMC raising this.**
- **Outcome: JCQ report in July**
 - [http://www.jcq.org.uk/media-centre/news-releases/mfl-review-press-notice ...](http://www.jcq.org.uk/media-centre/news-releases/mfl-review-press-notice...)
- **Ofqual report Sep 14 ref**
 - <https://www.gov.uk/government/news/improvements-to-be-made-to-a-level-foreign-languages>
- **Much detail in both – well worth reading – showing how in practice NOT linking curriculum, assessment, exams etc. has led to unintended consequences**

Current: AS/A2

- **The Good news is that Ofqual are directing exam boards to make changes for summer 2015 exams**
- **Follow-up meeting in February to hear about progress**
- **We will keep you informed via ALLnet**



Analysing results

- **How can you find about the position in YOUR school if you are challenged to defend your results? Make sure that there are fair comparisons?**
- **The following slides illustrate data to help people with discussions with senior teams (may not be available to staff)**
- **Now is not the time to give detail ... but please bear with me**
- **Planning to do a Webinar on interpreting data very soon - come to us for help if needed!**

Current : GCSE severe grading

- **Issue: pupils of the same prior attainment on average gain half a grade less in ML than other Ebacc subjects**
- **Ofqual have now set up an inter-subject comparability study and recognise there is an issue here.**
- **ASCL are pushing that the change from A*-G to 9-1 is an ideal opportunity to make small one-off change to grading to bring EBacc subjects into line with each other**
- **See 'Languages Today'**
- **Watch this space**



Current : GCSE severe grading

- How can you **quickly** show people what severe grading is and its impact on ML?

National data
for 2014 is
bottom left

Relative Performance Indicator (RPI)

In RAISE Summary Rpt this year - Table 4.1.12

Simple way of comparing
performance of one subject
RELATIVE to others in
school, taking account of
national variation in grading

6 pts = 1 grade, so -3 pts
means half a grade below
average of other subjects

Languages

National
difference

2014

French	-3.8
German	-3.6
Italian	3.6
Polish	15.8
Spanish	-2.9

Table 4.1.19: Attainment, Relative Performance Indicators for full GCSEs, All 2011

This analysis shows the relative performance of all pupils. For information about how

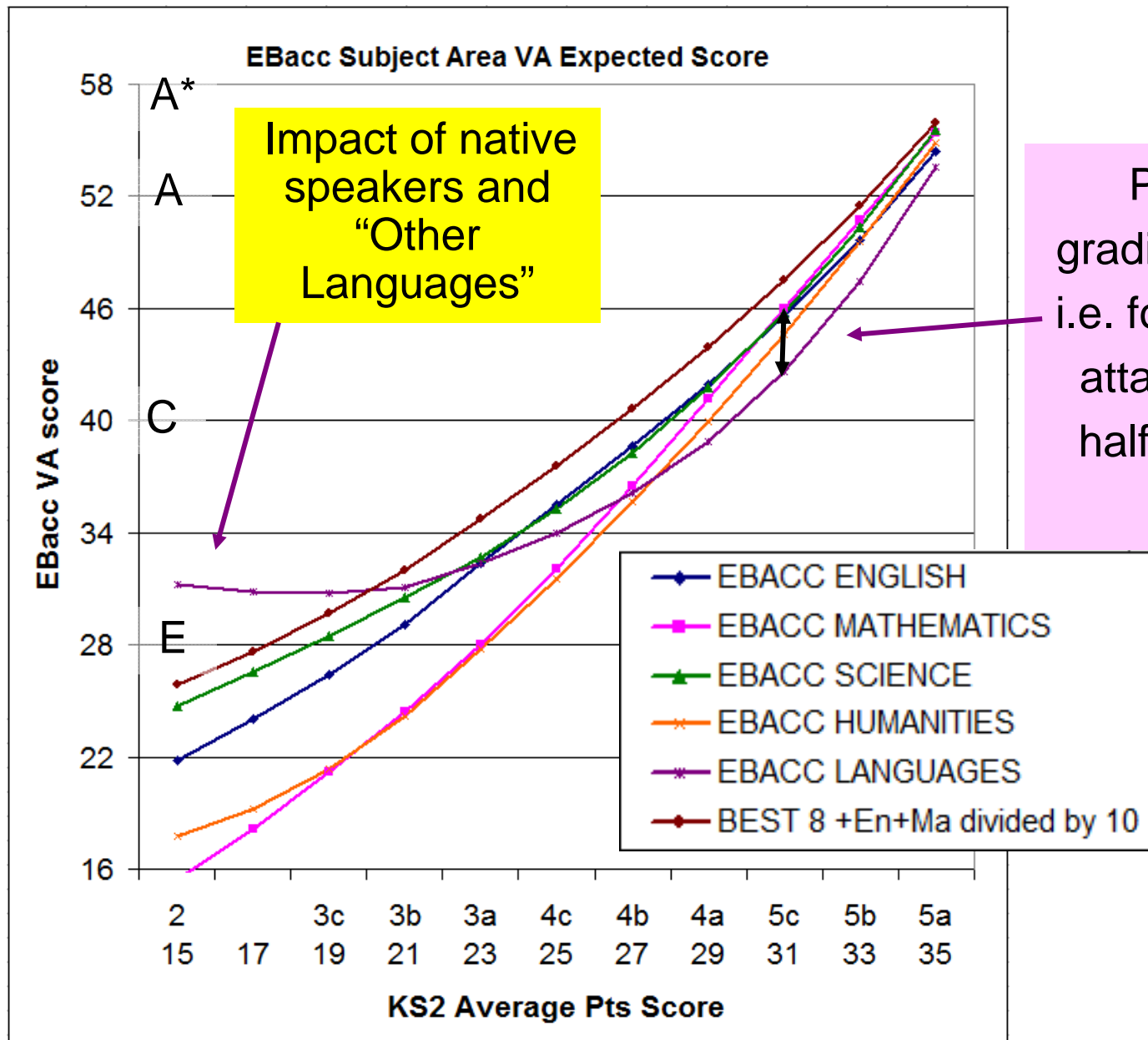
DfE/Ofsted example data of
a sample school from 2011

Subject	Entries	School Average	Average In All Other Subjects	School Difference	National Difference	Relative Performance Indicator
COMMUNICATION STUDIES	32	40.4	37.7	2.7	0.1	2.6
CORE SCIENCE	69	46.6	45.7	0.9	0.0	0.9
DESIGN AND TECHNOLOGY	46	35.4	38.6	-3.2	-0.6	-2.6
DRAMA	19	41.6	39.6	2.0	0.5	1.5
ENGLISH LITERATURE	147	37.1	40.4	-3.3	0.8	-4.1
ENGLISH/ENGLISH LANGUAGE - SINGLE	162	37.0	39.3	-2.3	2.1	-4.4
FRENCH	19	42.2	44.1	-1.9	-3.9	2.0
GEOGRAPHY	16	43.0	44.3	-1.3	-1.9	0.6
GERMAN	2	52.0	43.2	8.8	-3.8	12.6
HISTORY	9	43.3	45.6	-2.3	-2.2	-0.1
MATHEMATICS	159	39.1	39.0	0.1	0.6	-0.5
MUSIC	10	40.6	44.4	-3.8	-1.6	-2.2
OTHER LANGUAGES	39	49.5	35.8	13.7	7.3	6.4
OTHER SCIENCES	68	48.1	45.6	2.5	-0.7	3.2
SOCIOLOGY	14	37.0	42.6	-5.6	-1.4	-4.2
SPANISH	67	46.3	41.7	4.6	-2.9	7.5

League tables – EBacc

- **Now let's see what's in the league tables**
...

EBacc Language VA



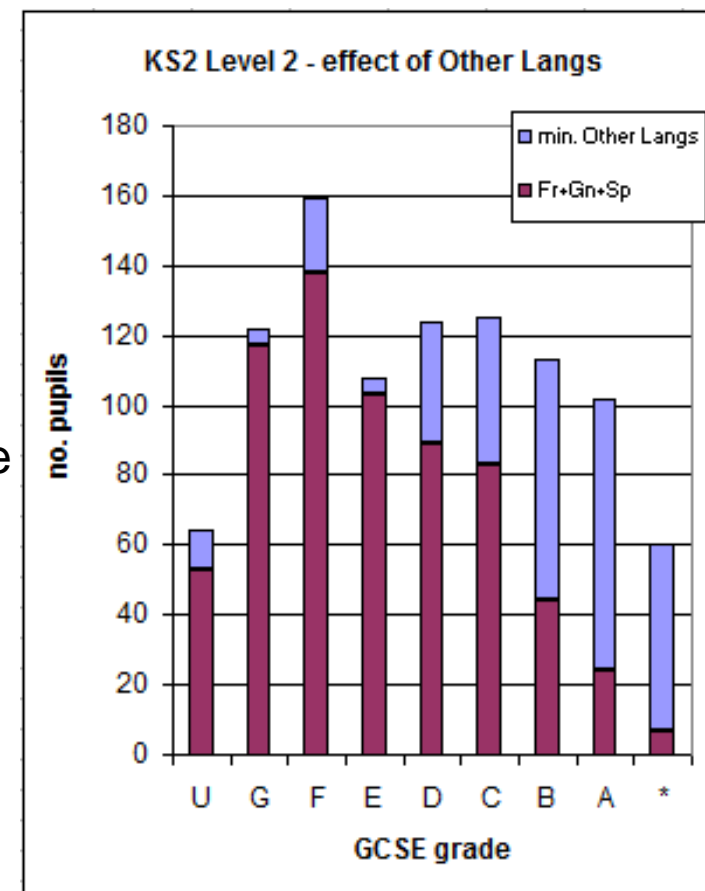
Purple line: "severe grading" self-evident in ML i.e. for pupils of same prior attainment, GCSE ML is half a grade below other EBacc subjects

- EBacc Lang combines Fr, Gn, Sp with Other Languages

Impact of Other Languages

- Here is a graph showing GCSE results of those with KS2 level 2
- KS2 Level 2 is a low prior attainment, and for **Fr, Gn & Sp (purple)** has low GCSE grades in the main
- But for Other Languages (**blue**), there are significant number of high grades - this causes the VA curve to be much higher, likely to be -ve VA for Fr, Gn, Sp
- Hence, great care should be taken in interpreting the EBacc VA for Languages
- National Ave for EBacc Lan VA:

First Language - English	999.2
First Language - Other	1004.7



VA = Value-added

Impact of EBacc

These 3 graphs show how difficult to interpret

2. No surprise that %A*-C rises as fewer less able taking

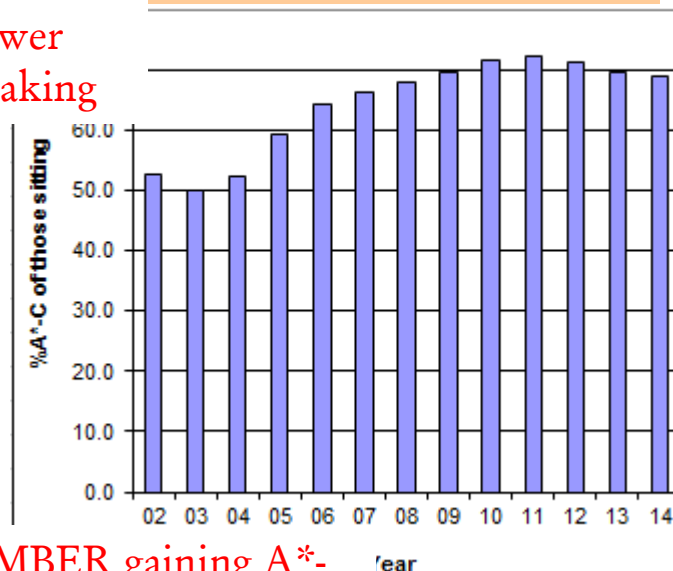
- Announced Jan '11 so first real impact on those choosing options then in Year 9, starting teaching GCSE in Sept '11 and taking exam in Jun '13 – emphasis on Hi/Ge and ML . What about Jun '14?

1. Numbers drop from 2002 to 2014

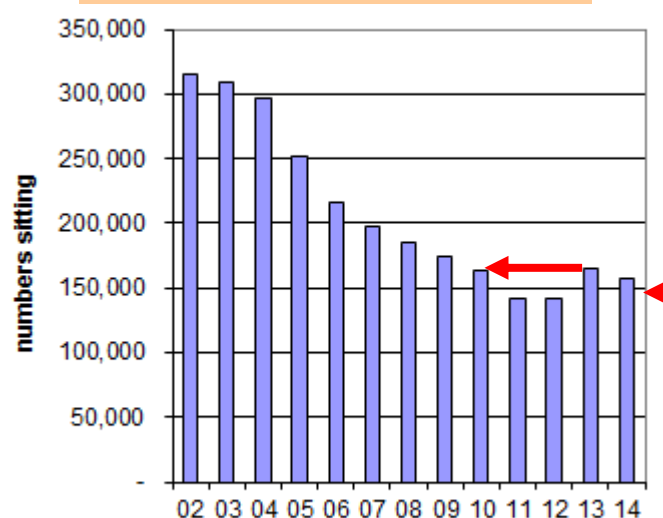
Example: GCSE French

3. But NUMBER gaining A*-C falls; 40,000 who could have got C+ no longer do ML

%A*-C of those sitting



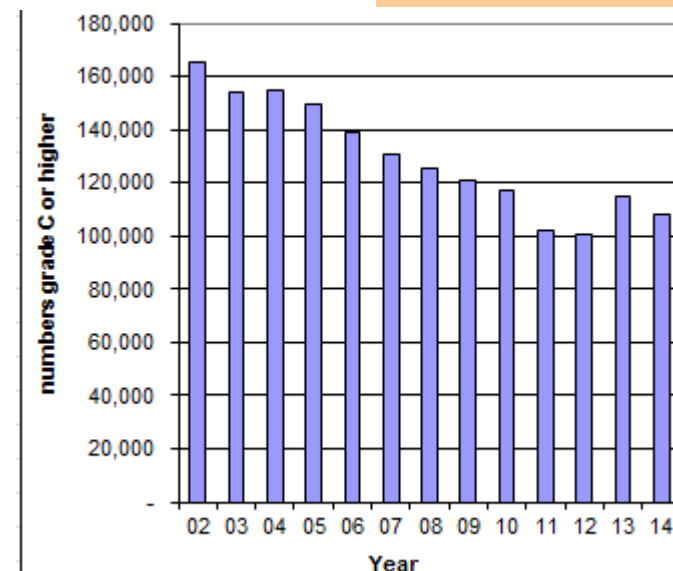
Numbers sitting



Year: 2002 - 14

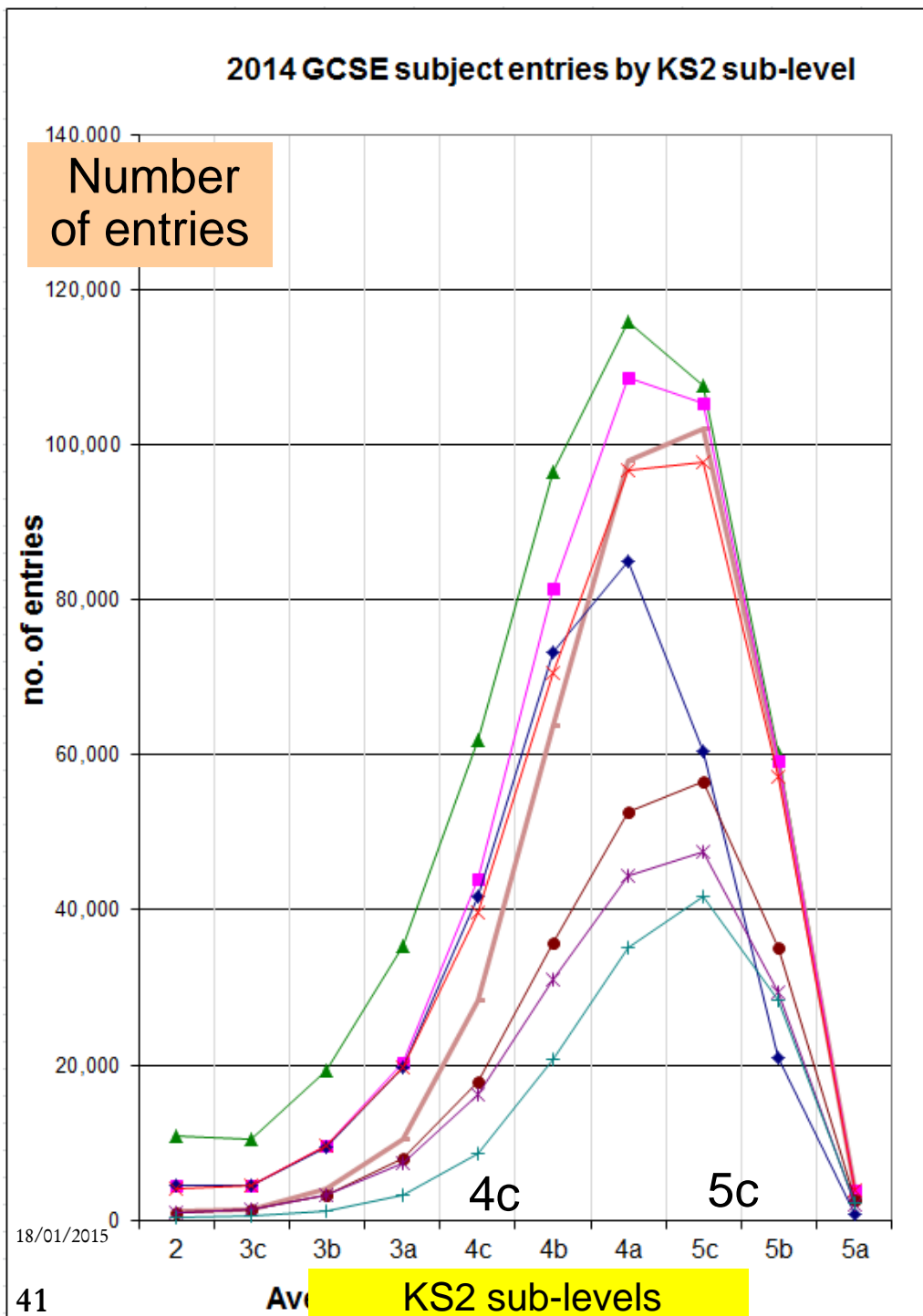
So JCQ numbers (Aug) sitting **UP** for 2013, albeit only back to 2010 level, but drop in 2014, but also changes in number and % A*-C

gaining A*-C



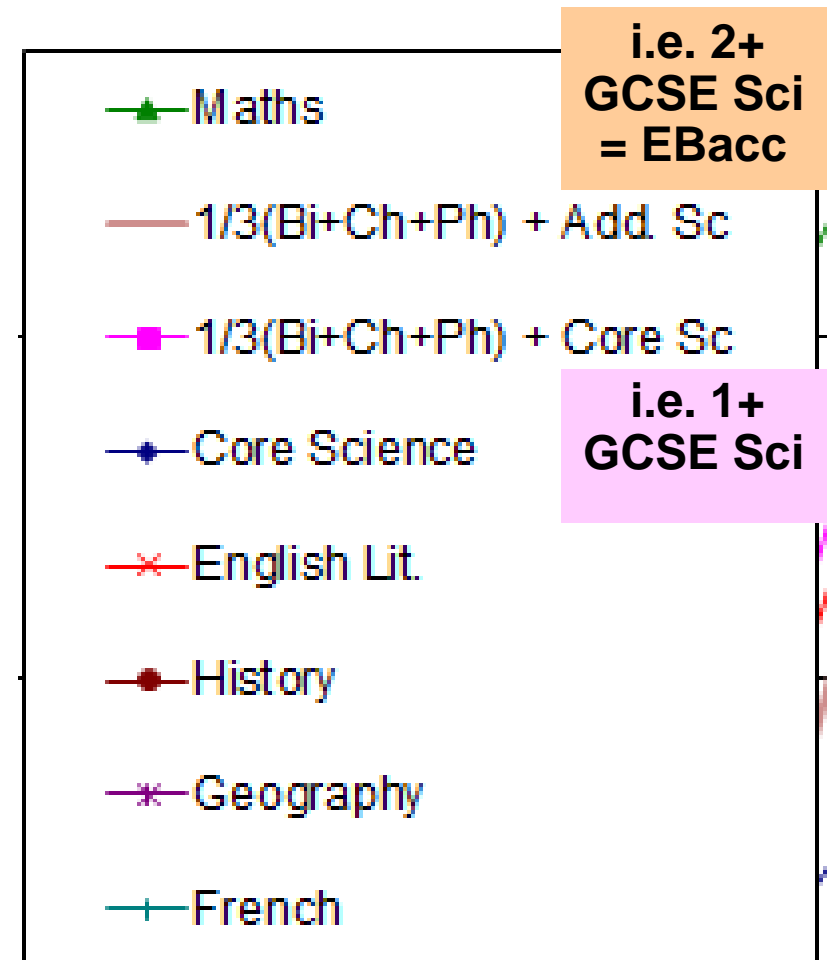
League tables – EBacc

- **So raw statistics are meaningless**
- **In order to make comparisons between subjects and between schools etc. it is very important to know the ability profile taking the subject – comparing like with like**
- **The next slides show how you can do that...**

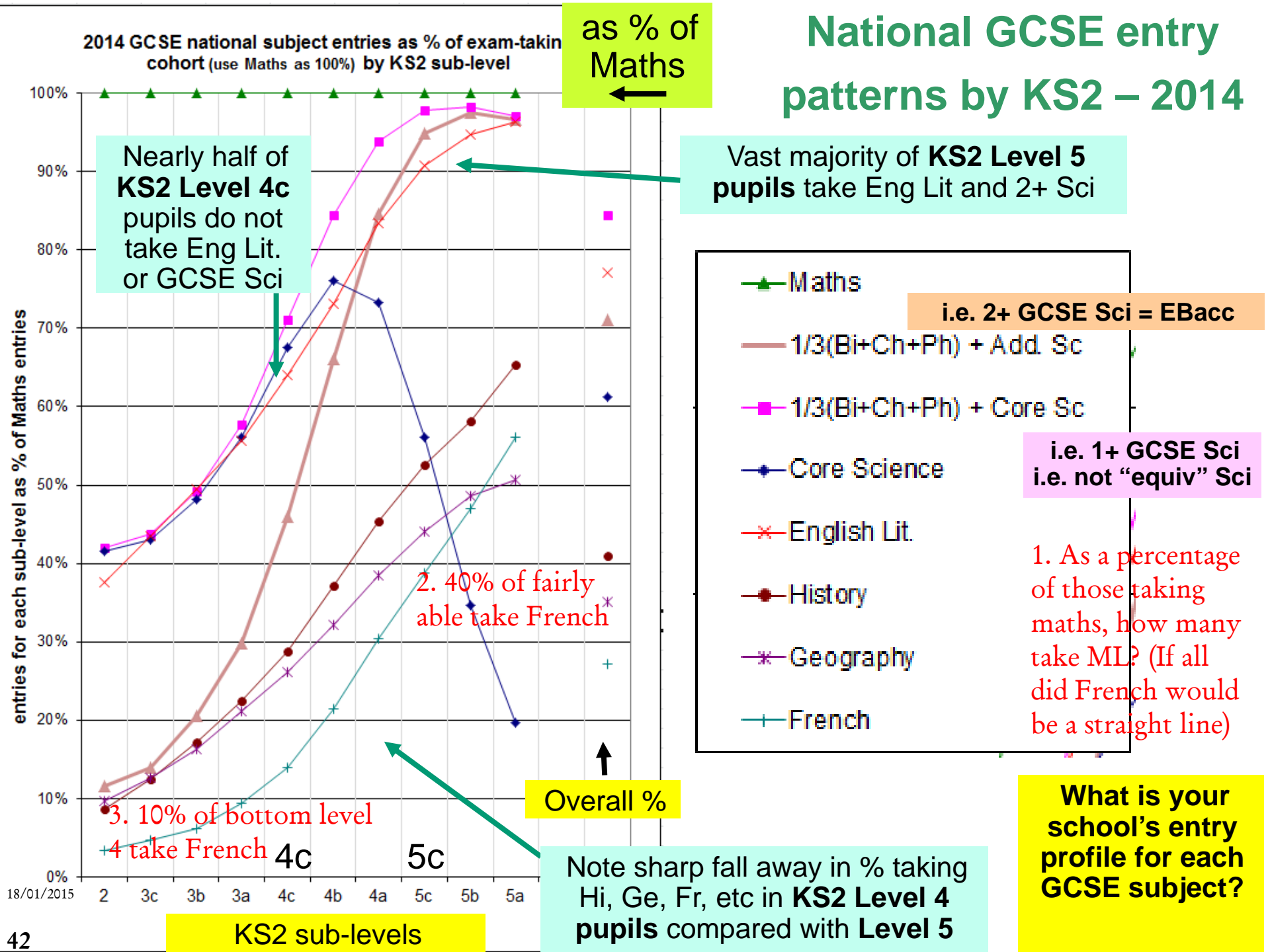


National GCSE entry patterns by KS2 -2014

Maths gives approx profile of the whole cohort as nearly everyone does maths

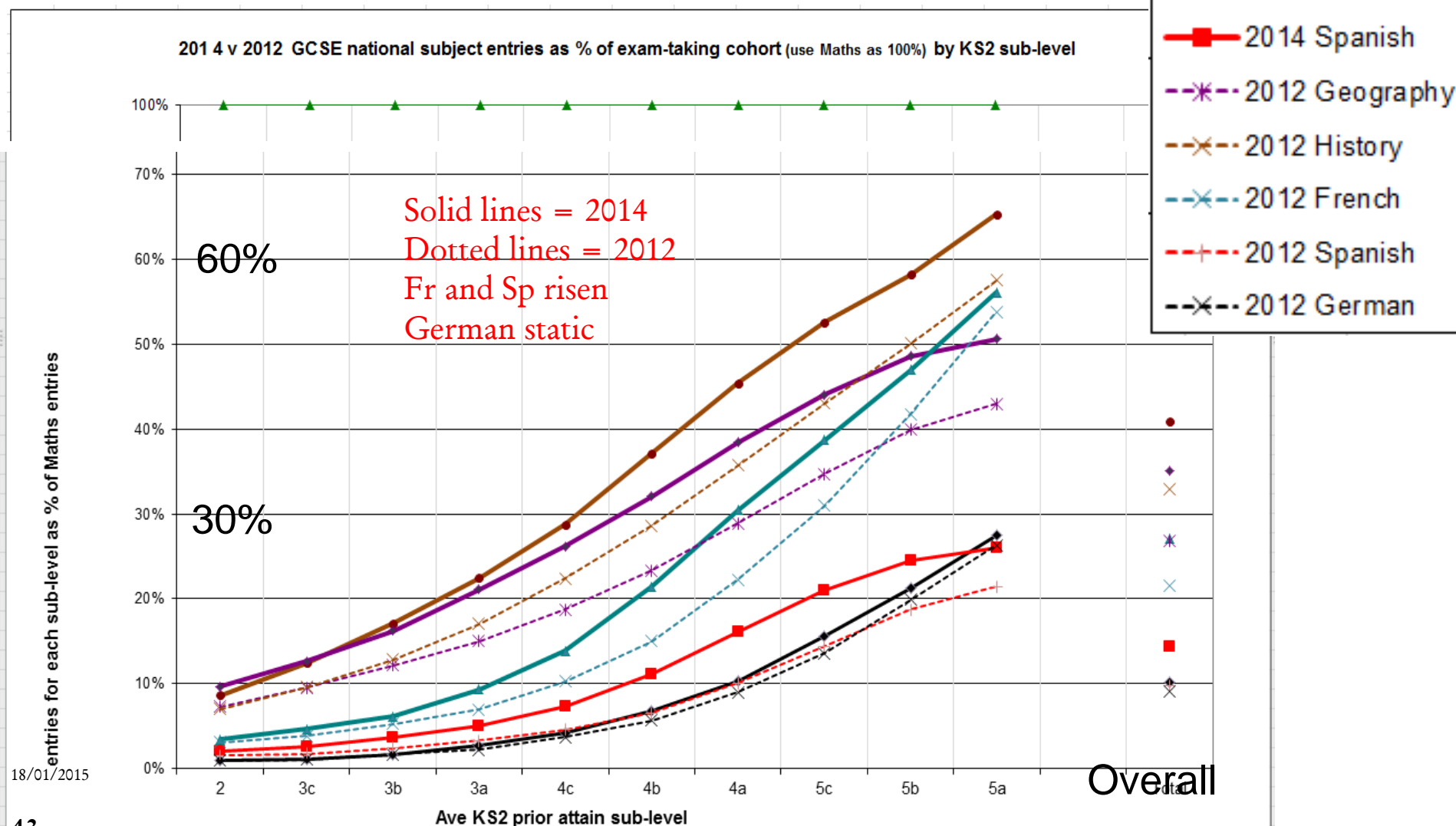


National GCSE entry patterns by KS2 – 2014



changes in entry profiles – ML & Hi/Ge – 2012 - 14

- As % of Maths entry by KS2 sub-level



National context 2015 -17

- Because there is still lack of comparability of grading of
 - a) different GCSE subjects
 - b) non-GCSEs (“equivalences”) and GCSEs

Attainment 8 and **Progress 8** must be considered as 5 separate and distinct measures – any accumulation is “apples” and “pears”

Progress 8 school performance measure

- DfE committed (Mar ‘14 guidance)

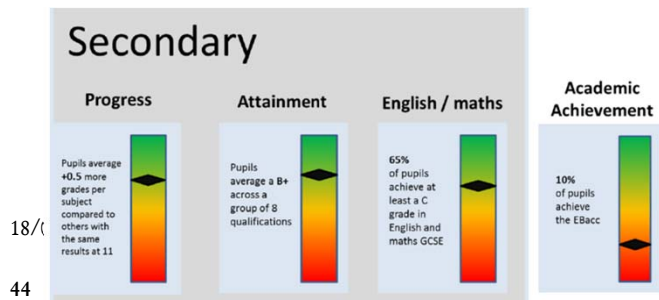
How progress will be shown in performance tables and RAISEonline

So would be good to be able to show alongside possible DfE widget to get more VA there rather than mainly attainment

The overall Progress 8 measure will be the headline indicator of school performance. We also envisage performance tables showing the amount of progress made in each school in the component parts of the Progress 8 measure. We plan to develop separate progress measures for:

- English
- Maths
- The group of EBacc subjects overall
- The group of other GCSEs and AS levels overall
- The group of approved vocational qualifications overall.

This information will help Ofsted, governors and parents to understand a school's strengths and any particular areas for improvement in a school's teaching.



League tables – Progress 8

- **Current Y10 results**

National context 2015 -17

Similar “shadow” analysis for 2014 available in Spring

- DfE / FFT output example (available for schools to download Apr '14 – still available on DfE Secure Access – Key to Success website - <https://sa.education.gov.uk>)

Note that in this version, “Other High Value” combined GCSE and non-GCSE

England (Maintained Secondary Schools)

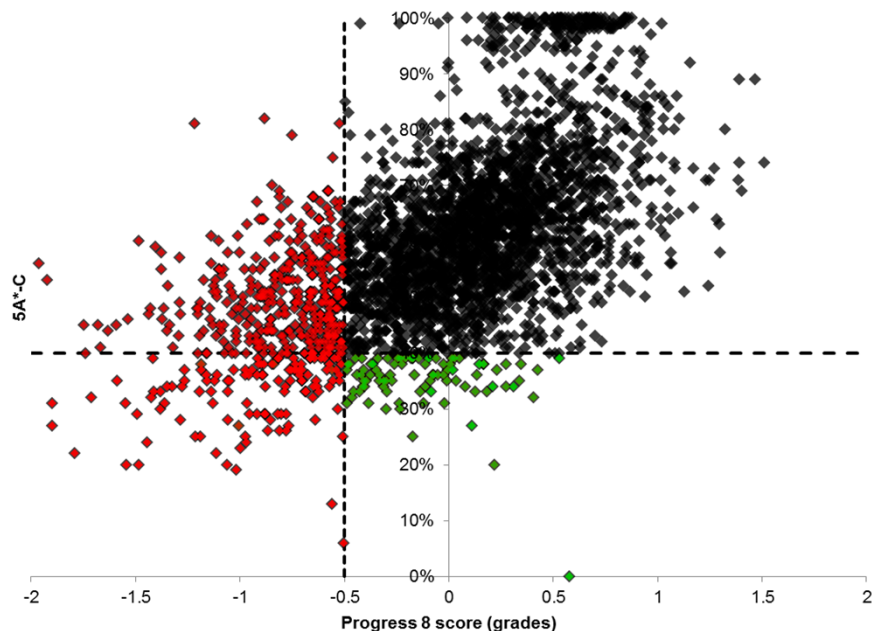
Clear focus on each KS2 sub-level and GCSE grade

Average grade for each element (2013)

All Pupils

KS2 Level	English	Mathematics	EBacc	Other High Value	KS2 Level
W	F-	G+	G	E	W
1	E-	F-	G	D-	1
2	E-	F-	G	D-	2
3	D-	E	F	D+	3
4C	D+	D+	E	C	4C
4B	C	C	D	C+	4B
4A	B-	C+	C	B-	4A
5C	B+	B+	B	B+	5C
5B	A	A	A	A	5B
5A	A*-	A*-	A*-	A+	5A
No level	C -	C -	D+	C	No level
England Avg	C+	C	D+	C+	England Avg

- Then compare your school against national for each bucket
- More data to come based on 2014 results, so no need to make decision yet on opting-in
- **But 2016 Progress 8 will depend on others' results**



Average grade for each element (2013)

	School England	
KS2 Level	Mathematics	Mathematics
W	-	G+
1	-	F
2	D- △	F
3	D-	E
4C	C-	D+
4B	C	C
4A	B-	C+
5C	B+	B
5B	A+	A
5A	A*-	A*-
No level	C+ △	C-
Your school	B- △	
LA Avg	B-	
England Avg	C+	C

△ Average grade 0.5 or more above national

▼ Average grade 0.5 or more below national

So you can estimate your school's Attainment 8 for 2016, but very difficult to estimate its Progress 8

Changes ahead for ML exams

**Teachers, professionals need to share, 'let off steam',
share the truth**

Then we get on and do what we know to be right

**(Loosely based on
The Wise Steven Fawkes' approach!)**

Briefing

17 Jan 2015

London

As presented +
notes added later

Helen Myers
Nick Mair