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QCA

14-19 Reforms
and their relevance to English, with
reference to Tomlinson

Some points for
reflection and
discussion

- White paper out? 03/03/05
- Tomlinson will probably
be disappointed

Aims of the reforms

- A coherent system of qualifications for all → Tomlinson
- Improved participation and achievement post-16 (early enough?) perhaps not...
- Enhanced vocational offer - WPaper ✓ pick this up
- Greater stretch and challenge for the most able ✓
- A core of basic skills and entitlements for all students ✓
- Reduction of the assessment burden ✓

Chas.
Clarke's
5
pts

Probably not

Key features of the Tomlinson proposals

- Diploma system for 14-19 phase: Entry, Foundation, Intermediate, Advanced L3 }
A level
- Integrated; interlocking; not age constrained; graded ✓
- Main study + Core, CKSA, extended project, wider activities, personal planning and guidance
- Changes to assessment and introduction of credit - e.g. Tassat up to + incl. L2 (GCSE)
- Transcript of achievement

?

Concept modified greatly

surprised if this appears
"Common Knowledge, Skills + Attributes"
↳ = Maths + Eng(?) ✓

Concerns arising

- 1 14-19 - one phase?
- 2 Change to GCSE/A level?
- 3 Complex relationship between proposed Diploma and National Curriculum → programmes of study
- 4 Teacher assessment issues
- 5 The extended project
- 6 Effect on KS3
- 7 The cost of the proposals

↳ fear into heart of any gov't

① 16 = an imp'trite of passage

difficult to accommodate smooth trans'n

③ Prob ENC programmes of study - not accommodated - so probs

④ Concern re teacher responsibility for assessment up to + incl. GCSE -

⑤ Will remain, but not for every age group; for vocat. courses - AS level - bolt-on

⑥ suspects KS3 strat will → KS 3+4 extra

Key areas for English

- 1 What the 'functional core' means for English
- 2 Its relationship to main learning and to present KS3, GCSE and Key Skills specifications
- 3 Changes at AS and A level
- 4 Implications of a credit-based framework for the English family of subjects
- 5 Transition/progression issues
• Teacher assessment

① what are they? - This area will be stressed

* ② Probs, e.g. tiered papers @ GCSE
strengthening of "functional" aspects of Eng - eg spelling ✓

④ who knows if it will happen?

⑤ Esp - if no pull-thru diploma, how manage transitions?

The core

- 1 Functional literacy and communication - what are they?
- 2 Between 50% and 80% of a current GCSE
- 3 Must be accessible yet must be passed
- 4 Mastery not compensation model proposed
- 5 Pass rate must be better than current GCSE (42% A*-C for both English and Maths)

① different definitions for diff't ppl

② Prob ably less but compulsory / Eng

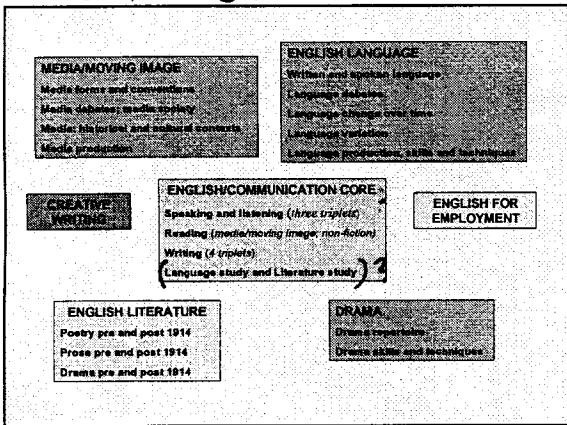
④ not used to mastery model - like driving test? there but X "mastery"

AS and A level (level 3)

- 1 Only 4 assessment units rather than the current 6 for many subjects
- 2 Decoupling of AS and A level
- 3 Advanced Extension Award subsumed into extended A level grading scale: possible A, A+, A++
- 4 New level 4 units being developed to stretch the most able

- ① Probs
- ② Will take place, but not yet
- ③ Can be taken by Ss who've done A level Eng or A level Lang or mix
grading scale - everything devalued
Why not see the score
- ④ Will happen -

(GCSE) (Currently no English @ GCSE)

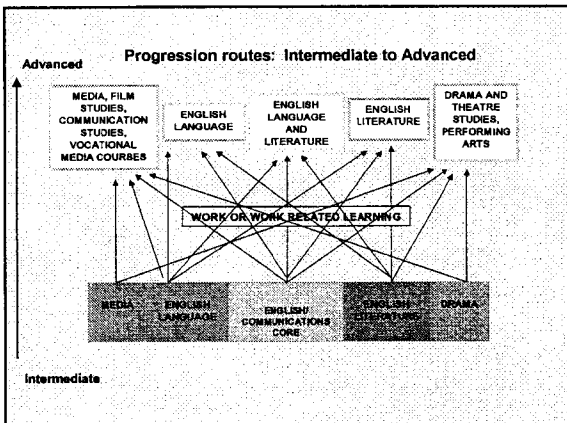


CREDIT-BASED UNITISED SYSTEM
(do the core + then pick & mix)

(will probably go for this idea)
- Core will probably be refined down to sth like Key Skills Level 2 -



so any of the pick n mix GCSE could lead to any A level



...but this is somewhat speculative