

# STATES OF JERSEY



## MODERN LANGUAGE TEACHING: REVIEW

---

Lodged au Greffe on 17th December 2013  
by Deputy M. Tadier of St. Brelade

---

STATES GREFFE

## **PROPOSITION**

**THE STATES are asked to decide whether they are of opinion –**

- (a) to request the Minister for Education, Sport and Culture to conduct a review of modern language teaching in schools, to include the following matters –
  - (i) an account of current language provision and take-up;
  - (ii) an examination of additional languages that could be added to the curriculum, in order to meet current and future socio-economic and cultural demands;
  - (iii) which languages, if any, should be offered on an optional basis;
  - (iv) the optimum age at which foreign languages should start to be taught in schools;
  - (v) alternative methods of language tuition, including, but not limited to, immersion learning and bi-lingual tuition;
  - (vi) a feasibility study into the creation of one or more bi-lingual and/or immersion learning schools in the Island;
  - (vii) an exploration into the viability and desirability of extending School Twinning Programmes and student/teacher exchanges;
  - (viii) extending the use of language resources provided for schools to businesses/adult learners outside of school hours;
- (b) to request the Minister to report back to the States no later than September 2014 with findings and recommendations.

DEPUTY M. TADIER OF ST. BRELADE

## REPORT

***‘Speaking only one language is a rarity in the modern world.’ – Dr. Mari Jones, Reader in French Linguistics and Language Change at Cambridge.***

I was pleased to be able to attend the 2013 Conference for Culture on 30th November which, amongst other things, looked at the importance of preserving our native language of Jèrriais. One of the highlights of that meeting was a very inspiring talk given by Dr. Mari Jones of Peterhouse Cambridge. The words she used (above) jumped out at me when she spoke. She also reiterated the benefits of bi- and multi-lingualism – culturally, cognitively and economically.

I am sure these benefits are widely appreciated by States Members and the public and we are fortunate, as an Island, to have a rich diversity of languages and cultures that have come to influence the Jersey that we know today.

It is also obvious from the number of questions that have been asked on the subject in recent years that Modern Language provision features significantly in the interests of various States Members, and Ministers.

This proposition seeks to establish consensus from members that –

- (1) foreign language learning is an important area of the curriculum for our young people;
- (2) we live in a changing world and consequently, the way we teach/learn languages (and *which* languages are on offer) should be the subject of periodical review.

### **Paragraphs (i), (ii) and (iii)**

In order to see where we want to be going, it is important to take stock of where we are currently. The take-up for modern foreign languages appears to be in decline (see **Appendices**). It is worth noting that French is no longer *compulsory* in schools, and German is no longer offered at A-level, and has also declined at GCSE.

At the same time, we are living in a world where certain economies and their related cultures are becoming more significant, globally. This was demonstrated by the following question and answer on 8th October that I addressed to the Minister for Economic Development –

*‘Will the Minister state which foreign languages are the most important for Jersey both currently and in the medium and longer term in terms of business?’*

*‘What plans are there for co-ordination with the Minister for Education, Sport and Culture to make sure that a sufficient number of local school-leavers are sufficiently competent in these languages to meet current and future demands for these language skills for business and culture?’*

The full answer can be seen in **Appendix 1** but, crucially, the Minister identified the importance of Mandarin and Portuguese, reflecting the significance of the emerging **BRIC** countries (Brazil, Russia, India and China) on current and future trade.

He acknowledged that: *'Individuals who study languages at a higher level in Jersey have remained relatively and consistently low over the last 5 years'* and that *'Enhanced language skills are likely to become a key employability asset in terms of the future Jersey workforce and the States is seeking to promote languages alongside other higher level professional skills.'*

On 11th September 2012, questions relating to the teaching of modern languages were also raised (initially to do with German), with the current Minister for Education, Sport and Culture stating: *'I think any improvement in the ability of Islanders to speak modern foreign languages is desirable, whether it be German or whether it be French, Spanish, Italian, Portuguese indeed, or even Mandarin et al.'*

Given the clear importance of Portuguese, Chinese, Russian and Spanish (and Arabic) as important world languages, it is right that, educationally, we also ascertain whether we need to realign our language provision accordingly.

### **Paragraphs (iv), (v) and (vi) – A Language Strategy**

There is a perception, which is largely valid, that Britain is 'linguistically handicapped', with a prevalence of monoglots whose only language is English. If we, in Jersey, are to compete linguistically with other countries, and even the UK, it is important that we have a Jersey **language strategy** that puts the effective acquisition of key strategic languages at its heart.

If we are to be successful, **it is key that languages are taught at an early age.** Firstly, because this is where resources are targeted most effectively and secondly, because young children learn languages in a different way to adults (i.e. more efficiently).

Experts tell us that –

***'For a person to be able to pronounce certain sounds, it is necessary that they be exposed to them before a certain age; afterwards, they not only lose the ability to speak these sounds, but also to hear them.'**<sup>1</sup>*

***'Research in second-language learning indicates that the optimum time to learn a new language without difficulty, without an accent, and with proper syntax is before 7 years of age.'**<sup>2</sup>*

Currently, however, acquisition of a modern language usually happens much later, if at all.

It is also important that we look at different methodologies for the teaching of (modern) foreign languages, which may well include making the use of immersion and/or bilingual schools or lesson plans. We know that interest has already indicated in this area, with a delegation sent to look at UK bilingual schools in October of this year. I believe it is important that that work is followed up.

---

<sup>1</sup> 'Why we speak with foreign accents' – <http://blog.brainscape.com/2012/03/why-foreign-accents>

<sup>2</sup> J.W. Wilson, 'Cracking the Learning Code' – <http://crackingthelearningcode.com/bonus7.html>

### **Paragraphs (vii) and (viii)**

Many of us know from first-hand experience how extremely valuable school exchanges and twinning programmes are in the process of effective language acquisition, not to mention the important cultural exposure that they bring.

It is to be commended that steps have already been taking in establishing educational links with schools in China, which reflect the economic and cultural diplomacy that is taking place concurrently. I would hope that these type of exchange programmes could be extended – and who knows, one day even our parishes may be twinned with places in China.

It is also important that we continue the work that is already being done, to support businesses whose staff wish to train in foreign languages for work purposes. It may prove both desirable and beneficial to extend access to school provision to the wider public and/or vice versa.

Finally, whilst I hope that the general thrust of this proposition will seem uncontroversial and even desirable to most, I do believe that it is important that action is taken in a timely manner. Learning languages is not something that happens overnight. It will need sustained effort for the fruits to be realised in future years. I would encourage members ask for a swift review and a plan of action so that we can be assured that Jersey is fighting fit to meet the linguistic demands of the current and future needs of the Island; so that our school-leavers will be in the best possible position to compete effectively in terms of jobs, creativity and personally.

### **Financial and manpower implications**

It is expected that this review will be conducted from existing budgets.

## APPENDIX 1

### WRITTEN QUESTION TO THE MINISTER FOR ECONOMIC DEVELOPMENT BY DEPUTY M. TADIER OF ST. BRELADE ANSWER TO BE TABLED ON TUESDAY 8th OCTOBER 2013

#### Question

Will the Minister state which foreign languages are the most important for Jersey both currently and in the medium and longer term in terms of business?

What plans are there for co-ordination with the Minister for Education, Sport and Culture to make sure that a sufficient number of local school-leavers are sufficiently competent in these languages to meet current and future demands for these language skills for business and culture?

#### Answer

Businesses in Jersey increasingly work in a global market place with the majority of business transactions undertaken using the English language, except in the emerging BRIC markets and the Middle East. As business development, from Jersey, to these emerging markets represents a longer term investment, where opportunities or needs arise with regard to language these will be prioritised by States Departments in conjunction with private sector suppliers.

It is therefore currently believed that the most likely medium to longer term business language requirements include Mandarin (China) and Portuguese (Brazil).

In 2007 the Council of Ministers agreed to the establishment of a Skills Executive comprising the Ministers and Chief Officers for Economic Development, Education Sport and Culture and Social Security. The purpose of the Skills Executive was to give political leadership, determine policy priorities and provide strategic direction to an employer-led Skills Board charged with co-ordinating the work of three government departments in developing policy and strategy for enhancing skills – including languages – in the workforce and those about to enter it.

Skills Jersey Board activity to identify where the skills gaps are now and where industry feels it will be in the future, with the Board tasking officers from all three departments to work closely with industry representatives to develop strategies to better align the skills needs of businesses and aspirations of individuals.

Individuals who study languages at a higher level in Jersey have remained relatively and consistently low over the last 5 years with a slight dip in the 2013/2014 academic year.

Enhanced language skills are likely to become a key employability asset in terms of the future Jersey workforce and the States is seeking to promote languages alongside other higher level professional skills, through the recent launch of the 'Skills Accelerator' product. Under this EDD funded scheme, individuals – with the support

of their employer – can access up to 75% of the costs of specialist training, with a financial cap of States support at £5,000. By taking advantage of a Skills Accelerator grant, businesses can identify those key individuals with both a business need and a languages capability and acquire the requisite private sector training required for them to learn those languages appropriate for future business development.

APPENDIX 2

Subject	Number of Entries					Percentage of results at A*-A					Percentage of results at A*-C				
	2013	2012	2011	2010	2009	2013	2012	2011	2010	2009	2013	2012	2011	2010	2009
	Art & Des(Photo.)	19	21	17	21	17	47%	14%	35%	19%	47%	84%	95%	100%	81%
Art&Des : Fine Art	22	26	24	28	22	59%	62%	67%	64%	55%	95%	96%	100%	100%	91%
Biology	53	55	61	54	39	25%	20%	38%	43%	28%	68%	78%	77%	89%	72%
Bus. Studs:Single	30	33	15	28	21	13%	6%	7%	11%	10%	63%	73%	60%	86%	76%
Chemistry	52	44	51	32	30	40%	32%	37%	38%	57%	77%	82%	88%	81%	87%
D&T Product Design	21	34	21	22	21	0%	18%	10%	18%	14%	76%	79%	86%	82%	76%
Economics	7	15	11	9	8	57%	33%	82%	22%	50%	100%	93%	100%	89%	88%
English Language	6	5	8	7	8	17%	20%	13%	0%	38%	83%	60%	88%	86%	88%
English Literature	60	66	63	54	58	25%	29%	27%	26%	40%	85%	80%	86%	83%	84%
Geography	10	15	9	14	16	30%	13%	56%	7%	19%	70%	53%	89%	93%	63%
History	70	64	51	51	44	34%	38%	37%	39%	41%	83%	92%	84%	92%	80%
Inform Comm Tech	36	61	33	28	37	3%	10%	6%	7%	8%	69%	74%	67%	89%	65%
Mathematics	72	58	63	43	37	43%	43%	52%	47%	49%	78%	84%	90%	86%	86%
Maths (Further)	15	8	10	8	7	40%	50%	70%	63%	29%	100%	88%	100%	88%	100%
Media/Film/TV Stds	11	25	25	30	27	18%	12%	20%	10%	19%	91%	88%	88%	97%	67%
Music	6	7	8	7	8	33%	29%	13%	0%	13%	50%	43%	75%	43%	75%
Physics	49	35	47	25	24	29%	23%	36%	28%	29%	65%	77%	83%	72%	75%
Psychology	42	33	44	37	38	10%	18%	18%	16%	5%	74%	61%	77%	68%	66%
Religious Studies	26	24	24	19	40	31%	21%	21%	26%	15%	73%	79%	83%	79%	60%
Sport/P.E. Studies	36	49	32	34	26	14%	16%	28%	21%	15%	72%	73%	78%	71%	77%



Subject	A Level Results 2009 to 2013 Girls Only										Number of Entries					Percentage of results at A*-A					Percentage of results at A*-C				
	2013		2012		2011		2010		2009		2013	2012	2011	2010	2009	2013	2012	2011	2010	2009	2013	2012	2011	2010	2009
Art & Des(Photo.)	48	48	57	44	49																				
Art&Des : Fine Art	31	50	45	46	50																				
Biology	55	60	83	66	61																				
Bus. Studs:Single	10	12	15	22	15																				
Chemistry	45	35	56	37	28																				
D&T Product Design	9	12	11	11	8																				
Drama & Theat.Stds	8	5	8	7	11																				
English	11	31	20	24	22																				
English Language	30	16	22	23	14																				
English Literature	75	69	72	69	80																				
French	26	39	30	37	30																				
Geography	14	21	8	12	14																				
History	35	49	29	36	49																				
Inform Comm Tech	15	26	14	18	18																				
Mathematics	33	39	48	50	40																				
Media/Film/TV Stds	27	25	17	31	34																				
Performance Stds	24	24	22	27	34																				
Physics	11	9	10	10	11																				
Psychology	47	67	63	75	79																				
Religious Studies	22	19	12	15	17																				
Sociology	11	9	10	20	16																				
Spanish	12	12	5	19	8																				
Sport/P.E. Studies	11	21	24	19	23																				

A Level Results 2009 to 2013 Boys and Girls

Subject	Number of Entries					Percentage of results at A*-A					Percentage of results at A*-C				
	2013	2012	2011	2010	2009	2013	2012	2011	2010	2009	2013	2012	2011	2010	2009
Art & Des(Photo.)	67	69	74	65	66	30%	42%	47%	45%	33%	90%	94%	97%	92%	88%
Art&Des : Fine Art	53	76	69	74	72	64%	74%	72%	76%	72%	96%	99%	99%	97%	96%
Biology	108	115	144	120	100	31%	23%	38%	37%	29%	74%	79%	78%	86%	74%
Bus. Studs:Single	40	45	30	50	36	20%	9%	13%	8%	11%	70%	73%	70%	80%	81%
Chemistry	97	79	107	69	58	41%	33%	36%	33%	47%	77%	85%	86%	80%	86%
D&T Product Design	30	46	32	33	29	3%	22%	28%	18%	10%	77%	85%	91%	82%	76%
Drama & Theat.Stds	16	7	14	10	15	13%	43%	36%	50%	60%	81%	100%	100%	90%	100%
Economics	8	15	15	13	9	63%	33%	73%	23%	56%	100%	93%	100%	92%	89%
English	19	39	28	32	23	42%	21%	14%	19%	13%	89%	90%	86%	69%	91%
English Language	36	21	30	30	22	14%	10%	17%	20%	23%	92%	71%	93%	93%	86%
English Literature	135	135	135	123	138	29%	36%	33%	32%	38%	87%	87%	91%	86%	86%
French	30	55	41	54	39	43%	16%	41%	43%	51%	90%	80%	88%	91%	95%
Geography	24	36	17	26	30	25%	28%	59%	15%	27%	79%	78%	94%	85%	77%
History	105	113	80	87	93	39%	37%	40%	36%	41%	86%	90%	88%	91%	85%
Inform Comm Tech	51	87	47	46	55	8%	9%	6%	13%	16%	69%	68%	64%	85%	64%
Mathematics	105	97	111	93	77	49%	42%	51%	47%	48%	81%	87%	87%	87%	87%
Maths (Further)	17	11	13	11	10	35%	64%	62%	55%	30%	100%	91%	100%	82%	90%
Media/Film/TV Stds	38	50	42	61	61	13%	24%	24%	11%	16%	89%	92%	93%	95%	82%
Music	12	12	18	14	11	33%	25%	22%	29%	18%	67%	50%	78%	71%	73%
Performance Stds	29	30	32	35	37	28%	20%	25%	26%	11%	93%	100%	94%	100%	100%
Physics	60	44	57	35	35	25%	25%	40%	31%	26%	68%	77%	84%	80%	77%
Psychology	89	100	107	112	117	13%	20%	29%	17%	14%	74%	78%	81%	72%	69%
Religious Studies	48	43	36	34	57	33%	37%	22%	24%	14%	75%	84%	89%	79%	65%
Sociology	13	13	26	34	25	8%	8%	12%	18%	4%	46%	54%	62%	76%	60%
Spanish	17	16	10	29	14	53%	50%	40%	38%	64%	100%	81%	90%	90%	93%
Sport/P.E. Studies	47	70	56	53	49	17%	16%	20%	21%	18%	72%	74%	77%	77%	78%

GCSE Level Results 2009 to 2013 Boys Only

Subject	Number of Entries					Percentage at A* to C					Percentage at A* to G				
	2013	2012	2011	2010	2009	2013	2012	2011	2010	2009	2013	2012	2011	2010	2009
Application of Math	47	0	0	0	0	94%					100%				
Applied Art & Des	18	7	0	0	0	94%	100%				100%	100%			
Art & Des(Graphics)	8	11	13	0	0	25%	45%	23%			100%	100%	100%		
Art & Des(Photo.)	39	34	38	36	39	59%	68%	74%	97%	77%	100%	100%	100%	100%	100%
Art & Design	15	18	9	26	15	47%	50%	78%	88%	73%	100%	100%	100%	100%	100%
Art&Des : Fine Art	78	78	74	75	74	76%	83%	86%	89%	85%	99%	100%	100%	100%	100%
Art&Des(Crit&Cont)	3	10	15	0	0	100%	100%	100%			100%	100%	100%		
Biology	167	162	157	143	141	93%	93%	98%	98%	96%	100%	100%	100%	100%	100%
Bus. Studs:Single	44	55	53	40	32	64%	49%	60%	53%	63%	100%	100%	100%	100%	84%
Chemistry	175	147	139	139	136	95%	92%	98%	99%	93%	100%	99%	100%	99%	100%
Com.Stds/Computing	11	20	0	0	0	100%	100%				100%	100%			
D&T Graphic Prods	36	46	38	57	45	58%	57%	74%	75%	71%	100%	98%	100%	96%	96%
D&T Resist. Matrirs	120	73	100	101	95	68%	68%	63%	64%	62%	99%	97%	100%	99%	96%
Drama & Theat.Stds	41	54	74	57	68	83%	78%	86%	88%	85%	100%	100%	100%	100%	100%
English	130	125	0	502	489	10%	7%	64%	64%	67%	98%	100%	100%	99%	99%
English Language	389	347	503	0	0	70%	73%	67%			100%	100%			
English Literature	345	345	321	328	315	79%	72%	80%	83%	82%	100%	100%	98%	100%	100%
Film Studies	13	0	0	0	0	31%					100%				
French	264	234	285	281	275	67%	66%	65%	66%	59%	100%	100%	100%	100%	100%
Geography	153	152	156	143	146	68%	64%	62%	72%	66%	99%	100%	100%	100%	99%
History	252	205	211	201	230	72%	70%	76%	67%	68%	100%	99%	100%	99%	99%
Inform Comm Tech	53	34	143	125	130	60%	74%	70%	70%	76%	100%	100%	99%	98%	98%
Mathematics	477	505	511	521	511	68%	64%	63%	62%	64%	99%	100%	100%	99%	98%
Media/Film/TV Stds	23	18	159	175	197	70%	56%	73%	78%	79%	100%	100%	97%	99%	99%
Method in Math	63	0	0	0	0	100%					100%				
Music	41	51	56	59	63	73%	65%	73%	76%	73%	100%	98%	100%	100%	98%
Office Technology	18	29	0	0	0	28%	28%				100%	100%			
Physics	171	128	138	121	133	96%	94%	98%	97%	91%	100%	99%	100%	100%	99%
Portuguese	28	28	19	14	28	96%	93%	74%	100%	86%	100%	96%	100%	100%	100%
Religious Studies	174	157	194	186	207	84%	77%	88%	89%	78%	100%	100%	100%	100%	100%
Science (Core)	278	246	296	163	280	53%	43%	51%	59%	60%	99%	100%	99%	100%	99%
Science: Additional	193	185	230	216	210	64%	54%	56%	60%	65%	99%	100%	100%	100%	100%

GCSE Level Results 2009 to 2013 Boys Only continued

Subject	Number of Entries					Percentage at A* to C					Percentage at A* to G				
	2013	2012	2011	2010	2009	2013	2012	2011	2010	2009	2013	2012	2011	2010	2009
Spanish	83	77	63	74	85	86%	77%	78%	80%	73%	100%	100%	100%	100%	100%
Sport/P.E. Studies	121	96	101	184	152	64%	59%	62%	78%	73%	100%	100%	100%	100%	100%
Statistics	10	68	0	0	0	90%	90%				100%	100%	100%	100%	100%

GCSSE Level Results 2009 to 2013 Girls Only

Subject	Number of Entries					Percentage at A* to C					Percentage at A* to G				
	2013	2012	2011	2010	2009	2013	2012	2011	2010	2009	2013	2012	2011	2010	2009
Application of Math	48	0	0	0	0	88%					100%				
Applied Art & Des	26	27	3	0	0	100%	100%	100%			100%	100%	100%		
Art & Des(Photo.)	52	45	38	57	37	90%	91%	89%	98%	84%	100%	100%	100%	100%	100%
Art & Des(Textiles)	54	52	37	33	44	80%	96%	100%	100%	95%	100%	100%	100%	100%	100%
Art & Design	67	47	46	44	54	79%	94%	85%	98%	93%	100%	100%	100%	100%	100%
Art&Des : Fine Art	128	133	113	127	115	87%	92%	92%	96%	90%	100%	100%	100%	100%	100%
Biology	163	134	99	97	74	97%	97%	100%	94%	95%	100%	100%	100%	100%	100%
Bus. Studs:Single	32	22	38	35	59	59%	68%	74%	94%	90%	100%	100%	100%	98%	98%
Chemistry	160	132	99	91	74	99%	98%	98%	99%	91%	100%	100%	100%	100%	100%
D&T Food Technology	11	14	25	35	31	64%	79%	96%	54%	65%	100%	100%	100%	94%	97%
D&T Graphic Prods	9	12	19	17	17	78%	67%	95%	94%	59%	100%	100%	100%	100%	100%
D&T Product Design	26	17	27	0	0	96%	94%	96%			100%	100%			
D&T Resist. Matrils	5	10	8	46	36	80%	100%	100%	93%	94%	100%	100%	100%	100%	100%
Drama & Theat.Stds	80	120	80	97	107	90%	93%	98%	92%	93%	100%	100%	100%	100%	100%
English	95	71	0	482	484	24%	27%		74%	82%	99%	100%	100%	100%	100%
English Language	385	402	454	0	0	84%	79%	80%			100%	100%			
English Literature	365	401	331	349	368	90%	83%	86%	90%	92%	100%	100%			
Film Studies	14	0	0	0	0	93%					100%				
French	326	305	319	315	352	79%	78%	74%	77%	70%	100%	100%	100%	100%	100%
Geography	95	125	107	93	111	85%	82%	78%	87%	86%	100%	100%	100%	100%	100%
German	11	15	12	14	10	91%	93%	92%	93%	80%	100%	100%	100%	100%	100%
HE: Child Devt	66	58	38	45	34	56%	43%	29%	64%	41%	100%	100%	100%	100%	100%
HE: Food	31	15	28	17	25	97%	93%	68%	100%	100%	100%	100%	100%	100%	100%
History	194	179	140	152	151	81%	79%	73%	79%	80%	100%	99%	100%	99%	99%
Inform Comm Tech	54	22	62	90	39	80%	82%	82%	70%	33%	100%	100%	100%	100%	100%
Italian	24	39	28	25	19	100%	95%	86%	64%	100%	100%	100%	100%	100%	100%
Mathematics	430	485	459	489	491	64%	73%	61%	62%	63%	100%	100%	99%	99%	99%
Media/Film/TV Stds	19	12	58	88	97	100%	92%	72%	75%	78%	100%	100%	100%	100%	100%
Method in Math	52	0	0	0	0	100%					100%				
Music	43	50	46	65	58	91%	90%	76%	85%	83%	100%	100%	100%	100%	100%

GCSE Level Results 2009 to 2013 Girls Only continued

Subject	Number of Entries					Percentage at A* to C					Percentage at A* to G				
	2013	2012	2011	2010	2009	2013	2012	2011	2010	2009	2013	2012	2011	2010	2009
Office Technology	13	14	0	0	0	8%	29%				92%	100%			
Physics	161	132	99	92	74	97%	94%	100%	100%	84%	100%	100%	100%	100%	97%
Portuguese	37	24	29	22	26	97%	100%	100%	95%	88%	100%	100%	100%	100%	100%
Psychology	17	46	67	43	39	53%	33%	67%	63%	72%	100%	100%	100%	100%	97%
Religious Studies	39	50	55	69	76	77%	78%	69%	67%	59%	100%	100%	96%	100%	99%
Science (Core)	252	297	309	173	340	63%	60%	61%	60%	75%	99%	99%	100%	99%	100%
Science: A Additional	179	219	238	243	267	69%	73%	68%	70%	84%	99%	99%	100%	100%	99%
Spanish	77	72	63	75	75	90%	93%	86%	77%	79%	100%	100%	100%	100%	100%
Sport/P.E. Studies	55	77	69	95	105	75%	71%	71%	86%	85%	100%	100%	100%	100%	100%

GCSE Level Results 2009 to 2013 Boys and Girls

Subject	Number of Entries					Percentage at A* to C					Percentage at A* to G				
	2013	2012	2011	2010	2009	2013	2012	2011	2010	2009	2013	2012	2011	2010	2009
Application of Math	95	0	0	0	0	91%					100%				
Art & Des(Graphics)	13	15	17	0	0	38%	53%	24%			100%	100%	100%		
Art & Des(Photo.)	91	79	76	93	76	77%	81%	82%	98%	80%	100%	100%	100%	100%	100%
Art & Des(Textiles)	54	52	37	34	45	80%	96%	100%	100%	96%	100%	100%	100%	100%	100%
Art & Design	82	65	55	70	69	73%	82%	84%	94%	88%	100%	100%	100%	100%	100%
Art&Des : Fine Art	206	211	187	202	189	83%	89%	90%	94%	88%	100%	100%	100%	100%	100%
Biology	330	296	256	240	215	95%	95%	99%	96%	96%	100%	100%	100%	100%	100%
Bus. Studs:Single	76	77	91	75	91	62%	55%	66%	72%	80%	99%	100%	100%	100%	93%
Chemistry	335	279	238	230	210	97%	95%	98%	99%	92%	100%	100%	100%	100%	100%
Com. Stds/Computing	13	21	0	0	0	100%	100%				100%	100%			
D&T Food Technology	18	17	33	67	47	56%	71%	97%	51%	62%	100%	100%	100%	93%	96%
D&T Graphic Prods	45	58	57	74	62	62%	59%	81%	80%	68%	100%	98%	100%	97%	97%
D&T Product Design	26	17	27	0	0	96%	94%	96%			100%	100%	100%		
D&T Resist. Matris	125	83	108	147	131	68%	72%	66%	73%	71%	99%	98%	100%	99%	97%
Drama & Theat.Stds	121	174	154	154	175	88%	88%	92%	90%	90%	100%	100%	100%	100%	100%
English	225	196	0	984	973	16%	14%		68%	75%	99%	100%		99%	100%
English Language	774	749	957	0	0	77%	76%	73%			100%	100%	100%		
English Literature	710	746	652	677	683	85%	78%	83%	87%	87%	100%	100%	100%	99%	100%
Film Studies	27	0	0	0	0	63%					100%	100%			
French	590	539	604	596	627	74%	73%	70%	72%	65%	100%	100%	100%	100%	100%
Geography	248	277	263	236	257	75%	72%	68%	78%	75%	100%	100%	100%	100%	99%
German	11	17	17	14	15	91%	94%	76%	93%	73%	100%	100%	100%	100%	100%
HE: Child Devt	66	60	38	47	35	56%	42%	29%	62%	40%	100%	100%	100%	98%	100%
HE: Food	31	15	36	22	25	97%	93%	58%	77%	100%	100%	100%	100%	95%	100%
History	446	384	351	353	381	76%	74%	75%	72%	73%	100%	99%	99%	99%	99%
Inform Comm Tech	107	56	205	215	169	70%	77%	74%	70%	66%	100%	100%	99%	99%	99%
Italian	34	44	32	33	23	97%	89%	84%	58%	87%	100%	100%	100%	100%	100%
Law	37	0	0	0	5	49%				0%	86%				0%
Mathematics	907	990	970	1010	1002	66%	68%	62%	62%	63%	99%	100%	99%	99%	99%
Media/Film/TV Stds	42	30	217	263	294	83%	70%	73%	77%	79%	100%	100%	97%	100%	100%
Method in Math	115	0	0	0	0	100%					100%				
Music	84	101	102	124	121	82%	77%	75%	81%	78%	100%	99%	100%	100%	99%

GCSE Level Results 2009 to 2013 Boys and Girls continued

Subject	Number of Entries					Percentage at A* to C					Percentage at A* to G				
	2013	2012	2011	2010	2009	2013	2012	2011	2010	2009	2013	2012	2011	2010	2009
Office Technology	31	43	0	0	0	19%	28%				97%	100%			
Physics	332	260	237	213	207	96%	94%	99%	98%	88%	100%	100%	100%	100%	99%
Portuguese	65	52	48	36	54	97%	96%	90%	97%	87%	100%	98%	100%	100%	100%
Psychology	21	59	85	53	43	48%	29%	60%	62%	70%	100%	100%	100%	100%	95%
Religious Studies	213	207	249	255	283	83%	77%	84%	83%	73%	100%	100%	99%	100%	99%
Science (Core)	530	543	605	336	620	58%	52%	56%	59%	68%	99%	100%	100%	100%	100%
Science: Additional	372	404	468	459	477	66%	64%	62%	65%	75%	99%	100%	100%	100%	100%
Spanish	160	149	126	149	160	88%	85%	82%	79%	76%	100%	100%	100%	100%	100%
Sport/P.E. Studies	176	173	170	279	257	68%	65%	66%	81%	78%	100%	100%	100%	100%	100%

**APPENDIX 3**

**WRITTEN QUESTION TO THE MINISTER FOR EDUCATION, SPORT AND  
CULTURE BY DEPUTY G.P. SOUTHERN OF ST. HELIER  
ANSWER TO BE TABLED ON TUESDAY 9th OCTOBER 2012**

**Question**

Following the broad support in his response to questions on 11th and 25th September 2012 for the improvement of access to modern foreign languages (MFL) in Jersey schools, will the Minister provide the following data for the period 2002–2012 –

- (a) the range of languages available in Jersey schools to GCSE and A/A2 levels;
- (b) the numbers of classes and of students taking GCSE and A/A2 level in MFL;
- (c) the number of students going on to study MFL at degree level;
- (d) a breakdown of results at GCSE and A/A2 level; and,
- (e) the number of MFL assistants and their timetabled use?

**Answer**

The information dating back to 2002 is not readily available and, given the short timescale for answering this question, it has not been possible to compile a full report, which is a significant project. The latest information is, however, provided below:

- (a) **the range of languages available in Jersey schools to GCSE and A/A2 levels;**
- (b) **the numbers of classes and of students taking GCSE and A/A2 level in MFL;**

All students take French in Key Stage 3 to the end of Year 9.

**GCSEs 2011–2012**

	<b>French</b>	<b>Spanish</b>	<b>Italian</b>	<b>Portuguese</b>	<b>Polish</b>	<b>German</b>
<b>Schools</b>	Beaulieu De La Salle Grainville Haute Vallée Hautlieu JCG Les Quennevais Le Rocquier Victoria College	Beaulieu Grainville Haute Vallée Hautlieu JCG Les Quennevais Le Rocquier Victoria College	Grainville JCG	Grainville Haute Vallée Les Quennevais Le Rocquier	Grainville Haute Vallée Les Quennevais	Beaulieu
<b>Year 10</b>	30 classes 550 students	12 classes 176 students	3 classes 40 students	Includes after-school provision	Includes after-school provision	1 class 9 students
<b>Year 11</b>	32 classes 592 students	11 classes 164 students	2 classes 30 students			1 class 11 students
<b>Totals</b>	62 classes 1,142 students	23 classes 340 students	5 classes 70 students	Numbers vary	Numbers vary	2 classes 20 students



**A-level classes 2011–2012**

<i>School</i>	<i>A-level</i>	<i>Provision</i>
<b>Beaulieu</b>	French	1 class 1 student (1 hour a week)
<b>De La Salle</b>	French	Accessed via JCG – no students currently
	Spanish	One student as a private candidate
<b>Hautlieu</b>	French	Year 12 = 3 classes 30 students Year 13 = 2 classes 18 students
	Spanish	Year 12 = 2 classes 18 students Year 13 = 2 classes 10 students
	Italian	Year 12 = 1 class 16 students Year 13 = 1 class 14 students
<b>Jersey College for Girls</b>	French	Year 12 = 2 classes 23 students Year 13 = 2 classes 15 students
	Spanish	Year 12 = 1 class 16 students (combined VCJ/JCG) Year 13 = taught at VCJ (alternates A-level teaching with JCG)
	Italian	Year 12 = 1 class 15 students Year 13 = 1 class 5 students
<b>Victoria College</b>	French	Year 12 = 2 classes 18 boys + 2 JCG/Beaulieu girls Year 13 = 1 class 6 boys + 3 JCG/Beaulieu girls
	Spanish	Year 12 = none (taught at JCG) Year 13 = 1 class 5 boys + 6 JCG/Beaulieu girls

**(c) the number of students going on to study MFL at degree level;**

In the academic year 2011–2012, a total of 37 Jersey students were studying a modern foreign language at degree level out of a total of 1,349 undergraduates. Courses were as follows:

<b>Language Course Details 2011-12 (across years 1–4)</b>	<b>No. Students</b>
Chinese	1
Combined Honours Flexible	1
Combined Modern Languages	1
English & French	1
European Studies (French)	1
French	1
French & History	1
French & Italian	2
French & Spanish	1
French Studies	1
Hispanic Studies	1
Hispanic Studies & Politics	1
International Management & Modern Languages French	1
Italian	1
Italian & Spanish	1
Italian and Spanish	1
Italian/Spanish	1

<b>Language Course Details 2011-12 (across years 1–4)</b>	<b>No. Students</b>
Japanese	1
Japanese Studies	1
Modern European Languages	1
Modern European Languages & History	1
Modern Languages	7
Modern Languages & European Studies French & Italian	1
Modern Languages French & Italian	1
Modern Languages French & Spanish	1
Modern Languages, French & Spanish	1
Romance Languages	1
Spanish & Latin American Studies	1
Spanish & English Literature	1
Spanish & Linguistics	1
<b>TOTAL</b>	<b>37</b>

There are currently 37 students enrolled for the 2012–13 academic year on a similar range of courses.

**(d) a breakdown of results at GCSE and A/A2-level;**

**A-levels 2011**

<b>Subject</b>	<b>Number of entries</b>					<b>% A*- C 2011</b>	<b>% A*-C UK 2011</b>
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>		
French	31	35	35	47	33	87.9	87.4
German	1	0	0	1	0	n/a	n/a
Italian	0	4	7	4	0	n/a	n/a
Portuguese	3	5	4	0	1	100	n/a
Russian	0	0	0	1	1	100	n/a
Spanish	13	21	14	28	7	85.7	85.5

**GCSEs 2011 (996 pupils on roll)**

<b>Subject</b>	<b>No of entries</b>	<b>% A*- C 2011</b>	<b>% A*- G 2011</b>	<b>% A*-C UK 2011</b>
French	604	69.2	100	72.1
German	17	76.5	100	75.7
Italian	32	84.4	100	n/a
Latin	1	100	100	n/a
Polish	3	100	100	n/a
Portuguese	47	89.4	100	n/a
Spanish	125	81.6	100	74.2

(A breakdown of 2012 results by subject is not yet available.)

(e) **the number of MFL assistants and their timetabled use?**

**French – 3 language assistants**

10 hours Haute Vallée (hours per week)

4 hours Grainville

4 hours Les Quennevais

8 hours Le Rocquier

16 hours Hautlieu

16 hours JCG

13 hours Victoria College

**Spanish – 3 language assistants**

4 hours Haute Vallée

3 hours Grainville

2 hours Les Quennevais

2 hours Le Rocquier

11 hours Hautlieu

6 hours JCG

7 hours Victoria College

**Italian – 1 language assistant**

2 hours Grainville

3 hours Hautlieu

5 hours JCG