

Students from Impington Village College all obtained top grade Asset Languages certificates for their skills in French reading and listening, following an intensive 100 hour Junior CULP (Cambridge University Language Programme) course.



See more case studies
online at
www.assetlanguages.org.uk
Telephone our helpdesk:
01223 553998
Email our team:
assetlanguages@ocr.org.uk

Asset Languages
1 Hills Road
Cambridge
CB1 2EU

Helpdesk: 01223 553998
Facsimile: 01223 552627

assetlanguages@ocr.org.uk
www.assetlanguages.org.uk

asset
languages

How Asset Languages is being used in schools and colleges



asset
languages

Leicester Adult Education College

Leicester Adult Education College provides an extensive range of opportunities to learn languages, from beginners' taster sessions to intensive courses, across days and evenings. Cecilia Rojas is the Tutor Organiser at the College, where students have been some of the first in the country to be awarded Asset Languages Breakthrough Spanish qualifications. She explains how the College has embraced the new, flexible form of assessment offered by the scheme:

"This is a new way of looking at courses and qualifications. It allows learners to measure what they can do at all stages of language learning including the very early ones. Achievements are described in 'can do' statements such as 'I can say/repeat a few words and short simple phrases' (Breakthrough Speaking Grade 1) or 'I can take part in a discussion giving and justifying my opinions and ideas' (Intermediate Speaking Grade 9)."

"We've found that these 'can do' statements are easy to understand and can seem less daunting than studying for a traditional qualification, such as a GCSE.

The new qualifications are definitely the way forward – I think their flexibility will encourage people to try new languages, as they can take the steps they want, when they want to."

"One of the best aspects of the process has been the benchmarking approach, which has allowed us to mark students on their ability to perform against a programme of achievements."

Cecilia adds: "From a teachers' point of view the other major benefit is that the assessment has fitted in with what I would normally teach, so I haven't had to make many changes to provide these new qualifications. In terms of staff development it has also given us a simple way of marking achievements against learning, which in turn, helps us meet our objectives and deliver against the College's targets."

"We are proud to be one of the first centres to award Asset Language qualifications. Being involved in the pilot scheme has been an exciting experience for us."

Cecilia Rojas, Tutor Organiser, Leicester Adult Education College

Bournemouth Local Authority

Hundreds of pupils in Bournemouth are being given the opportunity to have their languages skills recognised. All 10 secondary schools in Bournemouth have registered for Asset Languages and Bournemouth Local Authority plans to introduce the scheme into primary schools later this year.

Proud of its ethnic diversity and multiculturalism, Bournemouth is already considered a popular destination for language students. The local authority has ensured all secondary school pupils have access to a diverse range of languages; as well as being taught French, Spanish and German, they can also learn Mandarin, Cantonese, Turkish, Polish, Persian, Arabic, Panjabi, Urdu, Russian and Gujarati, through either their curriculum based languages lessons or after-school and lunchtime clubs. Asset Languages gives pupils the opportunity to have these skills and achievements recognised.

Bournemouth local authority's modern foreign languages advisor Judith O'Hare says:

"Pupils have a broader perspective of the world, and they appreciate why we should celebrate the multicultural, multilingual society we live in. Language learning also promotes the 'inclusion' and understanding of minority, community groups living in the town. Speakers of community languages living in Bournemouth, for example, are keen to help their friends and peers to learn about their language, country of origin and culture."

"Teenagers in the town have a real aptitude for languages; they find learning fun and interesting and want to discover more about the different languages, cultures, groups and communities that co-exist in today's multicultural Bournemouth – we'd estimate that over 20 languages are actually spoken in the town."

Judith O'Hare, modern foreign languages advisor, Bournemouth Local Authority

Swanlea Secondary School

Swanlea School is a co-educational school for 11 – 16 year olds set in the heart of Whitechapel, East London. Attended by 1,050 students, the multi-cultural centre was recently called "a smashing school" by Tony Blair.

As an East London based centre, Swanlea School is already looking forward to welcoming the 2012 Olympics as a great opportunity to increase student awareness of the need to learn languages. The school wants to help pupils understand how they are part of a larger community and how through working together and communicating, they can make changes for the better. The school, which is also a dedicated centre for Business and Enterprise, believes that language learning gives students the opportunity to look further a field for employment and leisure, and encourages awareness of different cultures.

In 2005, 55 Swanlea students from Years 8 and 9 took part in Asset Languages' French pilot scheme with impressive results. Aldjia Touati, head of languages at Swanlea School, introduced the scheme.

"At Swanlea School, we value the fact that our students are from a diverse range of backgrounds where many speak English as a second language and converse in a different language at home. The school supports the languages department as students perform well in the subject and it is seen as an opportunity to build self esteem."

"In 2005, Asset Languages was introduced to two mixed ability groups at Swanlea School, one class in Year 8, one class in Year 9. At the time, the Year 8 group were studying French twice a week whereas the Year 9 class were taught French four times a week. For me, this meant that there was a diverse range of abilities to assess."

Swanlea School already operates a policy to assess learners every term for units completed, so introducing Asset tests was also very straightforward – in fact student feedback about the Asset assessments was very positive. Students like the idea of being able to study and be assessed at their own pace as well as receiving a formal certificate for what they have achieved."

"My first impression of Asset was how easy it was to implement into my existing lesson plans. I didn't need to teach anything new as the Asset Language topics matched our schemes of work very well."

Aldjia Touati, head of languages, Swanlea School



Cedars School Students

West Berkshire Primary Consortium

"The Asset Languages scheme has certainly helped my children. They have responded positively to the tests and to the certificates. A welcome addition to the school timetable."

Karen, mother of Thomas Yr 6 and Kathryn Yr 4

Thomas, Year 6 – *"I was so proud of myself when I got my certificate."*

Benjamin, Year 6 – *"I'm really enjoying French since we've been doing the tests. I can see that I'm getting better."*

Rosie, Year 6 – *"I really want to do well in the tests because I will feel proud of myself."*

Jonathan, Year 6 – *"I think the tests are a great idea. They show us how good we are at French!"*

Andrew, Year 6 – *"I think the tests are great because they challenge you in all areas of French."*

From the parents...

Lisa - mother of Alex Yr 6 – *"I think that the scheme is excellent because it encourages children to learn French well at an early age. The children are very eager to do well in the tests and are not frightened of them which will obviously boost their confidence."*

And from the languages teacher, Siân...

"The Asset Language assessment scheme is a great motivational tool for all pupils. The children feel that they have real proof of their achievements. The teacher assessments provide for regular and fairly instantaneous feedback to which all children respond positively. For primary children it helps with the transfer to secondary school as they feel more confident in their ability in the subject area."