

**Native languages in the senior secondary curriculum:
the perspective from jurisdictions with similar linguistic profiles to Ireland**

Desk research for the National Council for Curriculum and Assessment (NCCA)

April 2024

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1.	Introduction.....	3
2.	Summary findings	5
2.1	Legislative context	5
2.2	Context and rationale: plans, strategies and policies for the native language	5
2.3	Aims and objectives: a focus on bilingualism/plurilingualism and culture.....	7
2.4	Learning pathways/programmes and models of provision	8
2.5	Assessment in native languages.....	11
2.6	Frameworks supporting the teaching and learning of the native language.....	12
2.7	Enabling mechanisms.....	14
2.8	Pedagogy.....	14
2.9	Current developments	16
3.	Individual jurisdiction information	17
3.1	Native languages in the curriculum: French in Canada	17
3.2	Native languages in the curriculum: Swedish in Finland.....	26
3.3	Native languages in the curriculum: the Irish language in Ireland	32
3.4	Native languages in the curriculum: Maltese in Malta	41
3.5	Native languages in the curriculum: Frisian in the Netherlands	47
3.6	Native languages in the curriculum: Māori in New Zealand	54
3.7	Native languages in the curriculum: the Basque language in Spain	62
3.8	Native languages in the curriculum: the Welsh language in Wales	68
4.	Deep Dive information	79
4.1	Deep Dive into the study of Welsh native language in senior secondary education, age 16-18: Welsh first language A Level	79
4.2	‘Deep Dive’ into the study of Welsh native language in senior secondary education, age 16-18: Welsh second language A Level	91
4.3	‘Deep Dive’ into the study of Māori in senior secondary education, age 15-18: the National Certificate of Educational Achievement	104
5.	References.....	115

1. Introduction

Commissioned by the National Council for Curriculum and Assessment (NCCA), this rapid evidence review explores the development of curricula for native languages in jurisdictions with a similar language profile to Ireland, examining models of provision and frameworks used.

The desktop research reviewed publicly available documents¹ on policy for the teaching and learning of:

- French in Canada
- Swedish in Finland
- Irish in Ireland
- Maltese in Malta
- Frisian in the Netherlands
- Māori in New Zealand
- Basque in Spain, and
- Welsh in Wales.

The focus is primarily upper secondary education (age 14+), but contextual information for other ages/phases of education is included where relevant.

In Ireland, one of the key questions arising from the [*Consultation Report on the Draft L1 and L2 Specifications for Leaving Certificate Irish*](#) (NCCA, 2023) related to the model of curricular provision itself. This needs to be considered in more detail, from an educational perspective and in the wider context of the future of the Irish language. In response to the consultation feedback, NCCA Council prioritised additional research to explore how other jurisdictions with a similar language profile to Ireland approach curricular provision for a native language which is also a second language. This research, alongside additional deliberation and consultation with teachers, students, parents, Irish language stakeholders, organisations and policymakers may contribute to thinking on possible ways forward.

The desk research examined the teaching and learning of mother tongue languages in the curriculum using van den Akker's [curriculum spider web](#) as a guide. It looked briefly at context and rationale for the teaching of the native/mother tongue language; aims, objectives and organisation; the place of the language in the curriculum; curriculum content; assessment; language frameworks/benchmarks in place; and enabling factors for the teaching and learning of the language (e.g. pedagogy, teacher role, materials and resources).

This study report provides top-level information for each of the jurisdictions in response to seven research questions:

¹ In-text links are provided to key sources of information, along with a detailed reference list of the sources consulted.

1. **Context and rationale:** What is the context and rationale for the teaching and learning of the native language in upper secondary education (14+) (legal status of the language; rights and responsibilities in terms of education)?
2. **Aims and objectives:** What are the aims and objectives for the teaching and learning of the native language in upper secondary education (14+)?
3. **Place of the native language:** What is the place of the native language in the upper secondary curriculum? How is the native language incorporated in the upper secondary curriculum, and how does it relate to other languages in the curriculum?
4. **Frameworks/benchmarks in place:** What, if any, recognised framework or benchmarks are used in support of the teaching and learning of the native language in the upper secondary curriculum (e.g. the Common European Framework of Reference for languages, CEFR)?
5. **Curriculum content:** What are students learning in the native language curriculum (overview of the main features/strands of the curriculum specification for the native language; time allocation)? Does curriculum content reflect a recognised framework for language learning?
6. **Assessment:** How is the native language assessed (e.g. internal and external assessment? what is the balance? external only? Do any benchmarks reflect a recognised framework for language learning)?
7. What are the **enabling factors** for the teaching and learning of the native language in upper secondary education (e.g. what materials and resources support the teaching and learning of the native language; what are the key features of native language pedagogy; how is the teaching of the native language encouraged and incentivised)?

Navigating the report

Section 1, the introduction, sets out the jurisdictions and the methodology involved in the initial scoping exercise. Section 2 provides a summary of the key findings across the various jurisdictions in tabulated format, and Section 3 a detailed analysis of each jurisdiction. Section 4 presents a ‘deep dive’ examination of two jurisdictions, Wales and New Zealand. Each deep dive provides additional insights on: core components, written examinations, oracy skills, spoken/oral examinations and the use of portfolios, texts and technology.

Important caveat

The study focuses on the teaching and learning of the native language itself, rather than on the teaching of other subjects through the medium of the native language. The majority of the work on sections 1-3 of the study took place between November 2023 and February 2024. The deep dive work was completed in April 2024.

2. Summary findings

2.1 Legislative context

	Canada	The Official Languages Act establishes English and French as the official languages of Canada.
	Finland	The Language Act establishes Finnish and Swedish as national languages.
	Ireland	Irish and English are official languages. Article 8 of the Constitution establishes Irish as the first official language.
	Malta	Article 5.1 of the Constitution establishes Maltese as the national language. Article 5.2 establishes Maltese and English as the official languages.
	Netherlands	The Use of the Frisian Language Act states that the official languages in the province of Fryslân are both Dutch and Frisian.
	New Zealand	The Māori Language Act recognises Māori as an official language.
	Spain	The Spanish Constitution enables regional communities to declare the local language official. The Law on the Normalisation of the Use of Basque recognises the right of all students in the Basque Country to be taught either in Basque or Spanish.
	Wales	The Welsh language has official status. The Welsh Language Act establishes the principle that the Welsh and English languages should be treated equally in the conduct of public business in Wales.

2.2 Context and rationale: plans, strategies and policies for the native language

Across the eight jurisdictions, a range of plans, strategies and policies for the native language take forward the legislation. These can be a driver for the teaching and learning of the native language in schools.

The table which follows summarises examples. The short commentary following the table gives a little more information on some of these.

Plans, strategies and policies for the native language

Canada	British Columbia Language Education Policy : recognises the official languages of Canada and that English and French will be taught as first languages. New Brunswick Policy 309 : sets standards for the provision of French second language programmes in Anglophone school districts. Quebec: Charter of the French Language – establishes French as the first official language in Quebec and French and English as languages of instruction.
Finland	Strategy for the National Languages of Finland and Action Plan for the Strategy for the National Languages of Finland : a strategy and action plan to support two viable national languages (Finnish and Swedish).
Ireland	The Government Statement on the Irish Language 2006 : establishes objectives for Irish to be an obligatory school subject and for Irish-medium provision. The 20-Year Strategy for the Irish Language 2010-2030 sets goals to increase the numbers who speak Irish and for immersion education in schools. Policy on Gaeltacht Education 2017-2022 : promotes excellence in Irish-medium schools and supports the use of Irish in Gaeltacht areas (the regions in Ireland in which the Irish language is, or was until recently, the primary spoken language of the majority of the community).
Malta	Framework for the education strategy for Malta 2014-2024 : promotes mastery of the Maltese language and fluency and proficiency in English. The National Policy for the Teaching of Maltese as a Foreign Language : policy to ensure that everyone living in Malta learns Maltese and English.
Netherlands	Frissian Language Plan 2030 (<i>Taalplan Frysk 2030</i>): to improve the teaching and learning of the Frisian language at school in the Frisian language area. Administrative Agreement on the Frisian Language and Culture 2019-2023 : aims to ensure that no Frisians are illiterate in their own language by 2030.
New Zealand	Māori language in education strategy (<i>Tau Mai Te Reo</i>): supports the vision to provide depth and breadth of Māori language in education and grow the number of New Zealanders with Māori language skills.
Spain	Language Policy for Basque in Education : discusses the leading role of education in language planning in the Basque Country.
Wales	Cymraeg 2050 strategy : aims to have a million speakers of Welsh by 2050 and highlights that education is central to that vision.

In the Netherlands, the Administrative Agreement on the Frisian Language and Culture 2019-2023 (between central government and the province of Fryslân) sets out aims for more Frisians to be able to understand and speak Frisian well and read and write Frisian well by 2030. It includes specific targets to improve the teaching and learning of Frisian in schools. As part of the ambition for one million Welsh language speakers by 2050, the Cymraeg 2050 (Welsh language) strategy in Wales sets targets to increase the proportion of each school year group receiving Welsh-medium education incrementally by 2050, and in New Zealand, the Māori language in education strategy includes the ambition for all learners to develop some level of Māori language skills, and for learners in Māori-medium education to develop very high levels of Māori language proficiency. In Ireland, the 20-year Strategy for the Irish Language 2010-2030 includes the ultimate objective to offer partial Irish language immersion to all students in mainstream schools studying Irish as a core subject, and strengthens policy to promote immersion education through Irish in all subjects other than English in Irish-medium schools.

2.3 Aims and objectives: a focus on bilingualism/plurilingualism and culture

In the review jurisdictions, the teaching and learning of the native language aims to support bilingualism or plurilingualism and is intrinsically linked to cultural identity. In Malta, for example, the [National Policy for the Teaching of Maltese as a Foreign Language in the Framework of Bilingualism and Plurilingualism](#) aims to ensure that those who come to Malta from other countries, and who speak another language or languages, learn both Maltese and English. This is with a view to ensuring the ultimate goal of 'balanced bilingualism', and the teaching and learning of the Maltese language and literature through the bilingual education policy aims to develop young people's language skills and their sense of Maltese identity.

In New Zealand, Māori language in education is a government priority with a view to contributing towards the active protection of the language, and developing the cognitive, cultural and identity benefits that come from bilingualism. The Māori language is taught to a diverse group of students, including Māori who are taking the opportunity to reclaim their heritage language and culture, and non-Māori beginning their journey into the language. In all contexts, teaching and learning of the language is intended to strengthen the bicultural and bilingual fabric of the country. School students in Wales learn Welsh in support of the vision for the country to become a fully bilingual nation, while in Ireland, post-primary curricula look to foster awareness of bilingualism.

Learning the native language can also contribute to multi-/plurilingualism and multiliteracy² which can be key to future prospects. The aim in the province of Fryslân in the Netherlands, for example, is to be a multilingual province by 2030. The teaching and learning of Frisian is consequently intended to be set within a multilingual context to give students skills and competencies that are important in the globalising world. In the Basque Country, the teaching of the Basque language, Spanish and other languages looks to develop plurilingualism, in particular because the study of languages is of key importance for the world of work and day-to-day life.

² Widens the traditional definition of literacy to include the understanding of all types of visual and printed texts as well as textual connections including audio, spatial and gestural. A major part of multiliteracy involves being proficient in new technologies which requires decoding skills as much as reading skills.

2.4 Learning pathways/programmes and models of provision

Models of native language provision in senior secondary education vary across the jurisdictions. The table summarises the models and pathways.

Jurisdiction	Pathways: ages and end goal(s)	Models of native language provision
 Canada	14-18 High school graduation	French first language (Francophone) pathway French language immersion pathway French second language (Anglophone) pathway
 Finland	15/16-18/19 High school graduation (general or vocational pathway)	Finnish-medium schools Swedish-medium schools Some bilingual provision
 Ireland	15-17/18 Leaving Certificate (Established), Leaving Certificate Vocational Programme (LCVP), Leaving Certificate Applied (LCA)	English-medium schools English-medium schools with an <i>Aonad</i> (All-Irish unit) Irish-medium schools
 Malta	14-16, Secondary Education Certificate (SEC) 16-18, Matriculation Certificate	Bilingual schools
 Netherlands/ Fryslân	15-17/18 VMBO, pre-vocational pathway HAVO, general secondary pathway VWO, pre-university pathway	Frisian is taught as a subject It may be the language of teaching in earlier phases
 New Zealand	15-18 National Certificate of Educational Achievement (NCEA)	Māori-medium education Māori language in English-medium education No Māori language education
 Spain/Basque Country	16-18/19 General academic <i>bachillerato</i> pathway or vocational upper secondary education	Model A: Basque foreign language Model B: Immersion (half Basque; half Spanish) Model D: Basque-medium Model X: No Basque
 Wales	16, General Certificate of Secondary Education (GCSE) qualification 17/18, A/AS Level qualifications	Welsh-medium provision Bilingual/dual-medium provision English-medium provision

In Finland, all students must study the mother tongue and the second national language, e.g. students in Finnish-medium provision study Finnish mother tongue and Swedish second national language. In Ireland, Irish is a core subject for all students for the Leaving Certificate (Established), the Leaving Certificate Vocational Programme (LCVP), and the Leaving Certificate Applied (LCA)³, while in Malta, where Maltese and English are compulsory for the Secondary Education Certificate (SEC) at age 16, they are optional for the Matriculation Certificate (age 18).

In New Zealand, students can be in Māori-medium education, where curriculum subjects are taught in Māori for at least 51 per cent of the time, or in Māori language in English-medium education, where they learn Māori as a language subject, or are taught curriculum subjects in the Māori language for up to 50 per cent of the time. Learners can transition in and out of these pathways throughout their education. There is also a 'no Māori language in education' pathway, in which students learn at most simple words, greetings or songs in Māori. In the Basque Country in Spain also, where Model D (Basque-medium) provision is most common, Model X, where Spanish is the teaching medium and there is no presence of Basque, is marginally present.

In Wales, the single continuum for the teaching of Welsh under the Curriculum for Wales (to age 16) encompasses Welsh first language, Welsh immersion, and Welsh as a second language provision. In Ireland, where there are differentiated curriculum specifications for students in junior cycle secondary education ages 12-15 (L1 for native language speakers; L2 for non-native speakers), the development of differentiated L1 and L2 curriculum specifications for Leaving Certificate Irish is paused.

Oral language proficiency

Oral language proficiency can be a focus in native language programmes, e.g. in New Brunswick (Canada), Ireland, the Netherlands, New Zealand and Wales.

	Canada: A New Brunswick initiative to improve French language learning for Anglophone students has a focus on conversational level French language proficiency.
	Ireland: The 20-year Strategy for the Irish Language looks to ensure a shift towards Irish as a spoken language.
	Netherlands/Fryslân: For second or third language Frisian learners, the emphasis is on understanding and speaking the language.
	New Zealand: The Māori language subject area emphasises the acquisition and improvement of oral language competence.
	Wales: Curriculum for Wales emphasises learning Welsh as a means of communication, particularly oral communication.

³ In certain exceptional circumstances, a primary pupil or post-primary student may be granted an exemption from studying Irish. School management holds the authority to grant an exemption (Source: [gov - Apply for an Irish exemption \(www.gov.ie\).](http://gov - Apply for an Irish exemption (www.gov.ie).))

In New Brunswick, an initiative to improve French language learning in the Anglophone sector aims to ensure that all students achieve, at a minimum, a conversational level of French proficiency by the time they graduate from high school. For second or third language speakers of Frisian in the province of Fryslân (in the Netherlands), the emphasis is on their ability to understand and speak the language, contrasting with that for native speakers, which is to improve their reading and writing skills. In New Zealand, in line with the government's commitment to ensure that all New Zealanders have an opportunity to learn and speak Māori, there is strong emphasis on the acquisition and improvement of oral language competence in the Māori language subject area in schools.

Literature in the native language

In Canada, Finland, Ireland, Malta and Wales, senior secondary native language programmes include both language and literature.

Canada:	Awareness of Francophone world literature
Finland:	Study of 'the mother tongue and literature'
Ireland:	Leaving Certificate Irish includes literary works (prose and poetry)
Malta:	The study of language and literature develops a sense of Maltese identity
Wales:	Learning about and through literature contributes to all aspects of learning about languages

In Finland, the mother tongue and literature (Finnish or Swedish) is described as a multidisciplinary subject involving theoretical, practical and cultural dimensions. It aims to improve students' language proficiency, interaction skills and multiliteracy, and strengthen their interest in language, literature and other forms of culture, as well as increase their awareness of their skills as communicators and language users. In Malta, the National Curriculum Framework (NCF) (for students to the age of 16) establishes that, for both Maltese and English, exposure to language learning is to be interpreted in the broader sense and to incorporate both language and literature. The NCF also states that the study of the Maltese language and literature is intended to contribute towards developing a sense of Maltese identity. The first-language (Francophone) programme in British Columbia includes a focus on students acquiring knowledge in the field of literature and an awareness of Francophone world literature.

2.5 Assessment in native languages

Assessment in the native language can be a requirement for successful completion of senior secondary education.

 Canada	<ul style="list-style-type: none">• French is compulsory for high school graduation for French first language students.• It is also compulsory for French second language students in the provinces of New Brunswick and Ontario, and for all students in Quebec.
 Finland	<ul style="list-style-type: none">• For matriculation, students must complete an examination in the mother tongue and literature (either Finnish or Swedish).• Students do not have to take an examination in the second national language (Finnish or Swedish).
 Ireland	<ul style="list-style-type: none">• Irish is a core subject of the Leaving Certificate (Established), the Leaving Certificate Vocational Programme (LCVP), and the Leaving Certificate Applied (LCA)⁴.
 New Zealand	<ul style="list-style-type: none">• For students in Māori-medium education, the achievement of credits in Māori is a requirement for completion of the National Certificate of Educational Achievement (NCEA).

In Malta, students can choose to study English and/or Maltese for the Matriculation Certificate, and in the province of Fryslân (Netherlands) and in the Basque Country (Spain), students can take examinations in Frisian or Basque respectively for the senior secondary qualifications. In the Basque Country also, secondary school students may take the EGA (*Euskararen Gaitasun Agiria*) – the Basque language competence examination. In senior secondary education in Wales, assessment in Welsh (for the AS/A Level qualifications, taken at ages 17/18) is not compulsory, given the study of Welsh is optional at this level. Students completing compulsory secondary education at age 16, on the other hand, usually take a General Certificate of Secondary Education (GCSE) examination in Welsh, as the subject is compulsory.

⁴ In certain exceptional circumstances, a primary pupil or post-primary student may be granted an exemption from studying Irish. School management holds the authority to grant an exemption (Source: [gov - Apply for an Irish exemption \(www.gov.ie\)](http://gov - Apply for an Irish exemption (www.gov.ie))).

Assessment towards native language qualifications can be internal or external or a combination of the two.

Canada	Credit-based internal assessment	leads to	high school graduation
Finland	External matriculation examination in the mother tongue and literature	leads to	high school graduation/ matriculation
Ireland	External examinations (including oral examinations)	lead to	Leaving Certificate (Established), LCVP, LCA
Malta	External examinations	lead to	Matriculation Certificate
Netherlands/ Fryslân	External (national) and internal (school) examinations	lead to	senior secondary qualifications (HAVO, VWO)
New Zealand	Internal and external assessment against achievement standards	leads to	NCEA
Spain/Basque Country	Continuous internal assessment	leads to	senior secondary <i>bachiller</i> qualification
	External examination	leads to	EGA
Wales	External examinations and internal non-examination assessment	lead to	GCSEs and A/AS Levels

2.6 Frameworks supporting the teaching and learning of the native language

National frameworks for progression

In Wales, the single continuum for the teaching and learning of Welsh to age 16, which covers Welsh first language, Welsh immersion, and Welsh as a second language provision, is set out as ‘statements of what matters’ (content), ‘principles of progression’, and ‘descriptions of learning’. The principles of progression are developed based on a continuum of progression, starting with little or no language and working towards proficiency, while the descriptions of learning set out the continuum of Welsh language learning in a series of ‘Progression Steps’ from Progression Step 1 to Progression Step 5, broadly corresponding to expectations at ages 5, 8, 11, 14 and 16.

In New Zealand, the achievement standards for the Māori language for the senior secondary National Certificate of Educational Achievement (NCEA) (in English-medium and in Māori-medium education) relate to the achievement of credits for the NCEA, and are mapped against the achievement objectives in the curriculum guidelines for the teaching and learning of Māori. The standards relate to Levels 1–3 of the National Qualifications Framework and to Levels 6–8 of the New Zealand Curriculum; the eight levels of achievement of the New Zealand Curriculum aim to provide a framework for progression and allow continuity of language learning from year to year, to age 18/19.

The Common European Framework of Reference for Languages

The [Common European Framework of Reference for languages \(CEFR\)](#) can be a key reference for the teaching and learning of the native language in some jurisdictions. In Wales and the Basque Country, for example, as highlighted in the table which follows, the native language competence of teachers is measured based on frameworks referenced against the CEFR.

CEFR and the teaching and learning of the native language

	<p>Canada</p> <p>New Brunswick: for pupils. The education authorities are looking at aligning curriculum proficiency levels to the CEFR and the New Brunswick Second Language Proficiency Scale.</p> <p>New Brunswick: for teachers. Teacher proficiency levels are referenced against the CEFR and the New Brunswick Second Language Proficiency Scale.</p> <p>Ontario: for pupils. The Framework for French as a Second Language (curriculum guidance) is influenced by the CEFR.</p>
	<p>Malta</p> <p>For pupils: From 2024/25, the Learning Outcomes Framework for the National Policy for the Teaching of Maltese as a Foreign Language (intended for migrant students) is being aligned with the CEFR.</p> <p>For pupils: Migrant students' language proficiency is determined with reference to the CEFR.</p> <p>For teachers: Migrant teachers' language proficiency is determined with reference to the CEFR.</p>
	<p>Netherlands/ Fryslân</p> <p>For pupils: Attainment targets for Frisian are defined in line with the CEFR levels.</p> <p>For pupils: Development of the 'Frisia' test is based on the CEFR levels.</p>
	<p>Spain/Basque Country</p> <p>The EGA (<i>Euskararen Gaitasun Agiria</i>) Basque language competence examination is based on level C1 (proficient user) of the CEFR.</p> <p>For pupils: Secondary students may take the EGA.</p> <p>For teachers: Teachers must have the EGA (or equivalent).</p>
	<p>Wales</p> <p>For teachers: The Language Competency Framework for Education Practitioners, used in initial training and professional development, is referenced against the CEFR.</p> <p>For pupils: Proposals for a Welsh Language Education Bill include the linguistic outcome that all pupils leaving statutory education (age 16) are able to speak Welsh with confidence, and that this level is synonymous with Level B2 of the CEFR (independent user).</p>

In the province of Fryslân, a standardised assessment of Frisian for use in secondary schools (the 'Frisia' test) has been developed with reference to the CEFR, and some provinces in Canada offer the Diploma of French Language Studies (DELF) to high school students. This internationally recognised diploma of French as a second language, which assesses oral comprehension, oral expression, written comprehension, and written expression, is aligned with the CEFR.

2.7 Enabling mechanisms

In support of initiatives to develop the teaching and learning of the native language, a range of enabling mechanisms are in place.

These can include the provision of culturally authentic physical and digital resources; measures to support the initial training and continuing professional development of staff; and financial support. In the Basque Country, for example, the regional government has provided grants to groups of teachers to produce materials for the teaching and learning of the Basque language and has subsidised the production costs of other materials. The Ministry of Education in New Zealand provides Māori Language Programme Funding for schools that deliver Māori-medium education, and a Māori Immersion Teaching Allowance to recognise the additional skills and responsibilities required for the education workforce working in Māori-medium settings. It is also investigating the setting up of a Centre of Excellence for Māori-medium education.

Enabling mechanisms/pedagogical supports⁵

Mechanism	Available in:
Resource provision	Canada, Finland, Ireland, Malta, Netherlands (Fryslân), New Zealand, Spain (Basque Country), Wales
Support for teacher training and professional development	Canada, Finland, Ireland, Netherlands (Fryslân), Spain (Basque Country), Wales
Additional teaching resource	Canada (New Brunswick), Netherlands (Fryslân), Spain (Basque Country), Wales
Financial supports	Finland, Ireland, Netherlands (Fryslân), New Zealand, Spain (Basque Country)
Specific awareness raising campaign	Netherlands (Fryslân), New Zealand

2.8 Pedagogy

There are some common characteristics in the recommended pedagogies for the teaching and learning of the native language across the jurisdictions.

These include focusing classroom activity on meaningful interactions in authentic contexts and implementing teaching strategies that speak to students' motivations for learning the language; focusing on the target language as the language of the classroom; and integrating language and culture in the teaching of the native language curriculum.

⁵ The enabling mechanisms/pedagogical supports summarised are those explicitly mentioned in the documentation reviewed for the jurisdictions listed.

Recommended pedagogies/instructional approaches⁶

Pedagogical approach	Jurisdictions
Differentiated approaches and a range of teaching strategies (e.g. action-oriented and/or task-based approaches; inquiry-based and interactive learning; project-based learning; group, paired and individual learning)	Canada, Ireland, Malta, New Zealand, Spain (Basque Country), Wales
Student-centred meaningful language interactions , based on student interests	Canada, Ireland, Malta, New Zealand, Spain (Basque Country), Wales
Use of authentic resources, contexts and teaching tasks , including interactive activities which may be enabled by computer technologies	Canada, Ireland, Malta, Netherlands (Fryslân), New Zealand, Spain (Basque Country), Wales
Integrating language and culture in the teaching of the native language curriculum	Canada, Finland, Ireland, Netherlands (Fryslân), New Zealand, Spain (Basque Country), Wales
Using the target (native) language in the classroom environment , and in the wider school environment (Basque Country)	Canada, Ireland, New Zealand, Spain (Basque Country)
Employ constructive feedback/assessment for learning	Ireland, New Zealand, Wales

⁶ The pedagogies/instructional approaches summarised are those explicitly mentioned in the documentation reviewed for the countries listed.

2.9 Current developments

Current developments in the teaching and learning of the native language include:

 Canada: New Brunswick	<ul style="list-style-type: none"> Setting up a Centre of Excellence for Language Learning and an online professional learning hub to improve French language learning in Anglophone schools.
 Finland	<ul style="list-style-type: none"> Initiatives to improve digital competence, develop digital learning materials, and develop cooperation models and networking structures for the delivery of education, with the aim of providing more equal and inclusive Swedish language education and improving quality.
 Netherlands/ Fryslân	<ul style="list-style-type: none"> Initiatives to recruit, train and/or retrain the teachers required to achieve the target that, by 2030, all primary and secondary schools are offering Frisian at an 'A profile' level, i.e. not focusing exclusively on oral use. Campaign to encourage students to take Frisian as part of their school leaving examinations, with a goal of 25 per cent doing so by 2024.
 New Zealand	<ul style="list-style-type: none"> New standards from 2024 for the literacy credits required – in Māori in Māori-medium education and English in English-medium schools – for successful completion of the senior secondary NCEA qualification. Current refresh of the (English-medium) New Zealand Curriculum and of <i>Te Marautanga o Aotearoa</i> (the Māori-medium curriculum) will see revised English and Māori language curricula (as priority subjects along with maths) in 2025.
 Wales	<ul style="list-style-type: none"> Proposed Welsh Language Education Bill includes the linguistic outcome that, by 2050, all pupils leaving statutory education (age 16) are able to speak Welsh with confidence; synonymous with Level B2 of the CEFR (independent user). New Welsh language GCSE qualifications (16-year-olds) from 2025 to reflect the single continuum for learning Welsh under the Curriculum for Wales, and placing particular emphasis on speaking and listening and use of the language in the workplace. A conversion programme, introduced in 2020, provides training and support to enable the surplus of Welsh-medium teachers in the primary sector to convert to teach in the secondary sector. The scheme has been expanded to include secondary teachers who have been out of the profession for five years or more and teachers wishing to return to teach in Wales from other countries.

3. Individual jurisdiction information

3.1 Native languages in the curriculum: French in Canada

French in Canada	
1. Context and rationale	What is the context and rationale for the teaching and learning of French in upper secondary education (14+) (legal status of the language; rights and responsibilities in terms of education)?
	<p>Under the Constitution of Canada and the Official Languages Act, English and French are the official languages and have equality of status and equal rights and privileges as to their use in all institutions of the Parliament and government of Canada. Under the Act, the federal government commits to cooperating with the provincial and territorial governments (of which there are 13) to support the development of English and French linguistic minority communities, and this includes enhancing educational rights and opportunities for all to learn both English and French. The government is committed to advancing formal, non-formal and informal opportunities for members of English and French linguistic minority communities to pursue learning in their own language throughout their lives, including from early childhood to post-secondary education.</p> <p>In the province of Quebec, the Charter of the French language provides that French is the first official language, and New Brunswick recognises itself as an officially bilingual province, with both English and French as official languages (the English and French linguistic communities have equality of status and equal rights and privileges).</p> <p>Section 23 of the Canadian Charter of Rights and Freedoms ensures the right to instruction in French or English to the children of the Francophone and Anglophone minority communities in all of Canada's provinces. It allows Francophones to establish French-language school boards in each of the majority-Anglophone provinces, and means that Francophones outside of Quebec and Anglophones in Quebec can pursue their education in their own language.</p> <p>Canadian Government statistics on the official languages in Canada state that 2.5 million young Canadians study French or English as a second language, and that 482,733 of them are in French immersion programs outside Quebec. The demographic picture of French first language speakers and English first language speakers varies by province or territory but, overall, 22 per cent of the population speaks French as the first official language, and 76.1 per cent English. By 2021, French immersion enrolment had increased by 41.3 per cent since 2010-2011.⁷</p>

⁷ [Statistics on official languages in Canada - Canada.ca](#)

2. Aims and objectives	What are the aims and objectives for the teaching and learning of French in upper secondary education (14+)?
	<p>The ten provinces and three territories in Canada each have responsibility for education but are guided by the federal objective, which is one of promoting linguistic duality: the use, knowledge and appreciation of Canada's two official languages, English and French, as well as an understanding of the historical significance of the two cultures to the development of Canadian identity.</p> <p>The teaching and learning of French in upper secondary education in Canada aims to recognise the importance of developing proficiency in both official languages of the nation (French and English). This is set out, for example, in the Framework for French as a Second Language in Ontario Schools, which recognises that French and English have equal status as official languages, and that there are significant advantages to being able to communicate in both. The framework also highlights the benefits of learning a second language on general cognitive and academic development, on the learning of the first language, on overall literacy skills, as a foundation for the learning of additional languages, and on interpersonal and social skills. It recognises that French language skills are an asset in a wide range of occupations in Canada, and the significant role of learning the second official language in developing intercultural understanding which is increasingly important for today's students. There is a similar emphasis in Yukon on the teaching and learning of French to increase understanding and respect for other people and their culture, and because French is an official language of Canada. The province also emphasises the competitive edge that the teaching and learning of French can give young people in the job market. In Alberta similarly, the learning of French is considered important to enhance opportunities for living and working throughout Canada and the world, as well as to foster a greater understanding between French-speaking and English-speaking Canadians.</p> <p>While particular aims and objectives for the teaching and learning of French vary depending on the specific pathway students are following (e.g. French as a first language, French as a second language - immersion, French as a second language – core, see Section 3. below) curricula, as is the case in British Columbia, usually aim to ensure that students have some competence in both the official languages of Canada; that they develop an appreciation and understanding of Francophone culture (or, for French first language students, develop their identity as a Francophone individual); and that they understand the educational, career and social opportunities available to those who speak French.</p>
3. Place of the native language	What is the place of French in the upper secondary curriculum? How is French incorporated in the upper secondary curriculum, and how does it relate to other languages in the curriculum?
	<p>The ten Canadian provinces and three territories each have responsibility for education and, in most of the 13 provinces/territories, the teaching and learning of French is via one of three pathways: French first language, French language immersion, and French as a second language for Anglophone students often known as core French. The main exceptions are Ontario and Quebec.</p>

In Ontario, there is a French first language and a French second language curriculum (the latter available as core French, extended French and immersion French), and there are French-language and English-language schools. Students in French-language schools follow the same curriculum as students in English-language schools; the difference is that students in French-language schools learn the curriculum in French and in a French-language cultural setting.

In Quebec, where French is the first language of over 80 per cent of the population, it is the language of instruction, and all children must be educated in French until the end of their secondary studies. There are, however, some English-language schools in which French is studied as a second language (through a core or enriched curriculum).

In most of the 13 provinces/territories, the study of French is not compulsory for high school graduation for Anglophone students following French second language curricula. Credits in French are compulsory for students following French first language curricula and generally also for those on French (as a second language) immersion pathways. The exceptions, again, are Ontario and Quebec where French is a required credit for all students.

4. Frameworks/ benchmarks in place	What, if any, recognised framework or benchmarks are used in support of the teaching and learning of French in the upper secondary curriculum (e.g. the Common European Framework of Reference for languages, CEFR)?
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Students in some Canadian provinces (including [Nova Scotia](#), [Prince Edward Island](#) and [Yukon](#)) can take the 'DELF scolaire' – an official diploma in French for school-aged students, awarded by the French national ministry of education. The DELF is an evaluation of second-language proficiency, which certifies the ability of students to use French in real-life situations based on the competence levels identified within the Common European Framework of References for languages ([CEFR](#)). In [British Columbia](#), students who successfully complete the DELF can obtain provincial high school credits.

In [New Brunswick](#), where there is a focus on improving French language learning for Anglophone students and on ensuring that all Anglophone sector students achieve, at a minimum, a conversational level of French proficiency by the time they graduate from high school, the education authorities are looking at aligning the curriculum proficiency levels to the Common European Framework of Reference for languages (CEFR) and the intermediate level on the [New Brunswick Second Language Oral Proficiency Scale \(what-we-heard.pdf \(gnb.ca\)\)](#), page 11.

For the remaining research questions for Canada (below), the rapid desk research provides brief examples of policy in the provinces of British Columbia and/or Ontario. It also provides some information on New Brunswick, where there is a current focus on improving French language learning for Anglophone students.

5. Curriculum content	What are students learning in French (overview of the main features/strands of the curriculum specification for French; time allocation)? Does curriculum content reflect a recognised framework for language learning?
<p>British Columbia</p> <p>In British Columbia, there is a French first language (Francophone) curriculum; a French (second language) immersion curriculum; an intensive French curriculum for second language learners (available in four school districts); and a core French curriculum for French as a second language. (All British Columbia students must take a second language as part of the curriculum in Grades 5 to 8, ages 10-14. This does not have to be French.)</p> <ul style="list-style-type: none"> • Francophone/French first language curriculum: is available from Kindergarten to Grade 12, ages 5-18 and all subjects are taught in French, with the exception of English language arts. It aims to enable students to learn both French and English in a Francophone environment; develop identity as a Francophone individual; and to gain a French and an English high school graduation diploma. The curriculum focuses on students developing advanced literacy skills; communicating effectively and clearly, both orally and in writing; asserting their cultural identity as Francophone students in a minority context; acquiring specific knowledge in the field of literature and an awareness of Francophone world literature; and developing their imagination and creativity by exploring a wide variety of texts from different contexts and cultures. • French immersion (second language): is available either as early immersion from Kindergarten/Grade 1 to Grade 12 (ages 5-18) or as late immersion from Grade 6 to Grade 12 (ages 11-18). It is taught mostly in French, with instruction in English gradually added throughout the grades, and aims to enable students to become bilingual; appreciate Francophone cultures; and to gain a French and an English high school graduation diploma. The curriculum focuses on ensuring that students are able to: communicate effectively and independently, both orally and in writing; develop linguistic competencies through observation, inquiry, critical and creative thinking, and problem solving; understand and appreciate a variety of French-language texts that reflect Francophone and First Peoples' perspectives; understand and appreciate Francophone cultures as well as their own culture and those of others; acquire an openness toward interculturality, by belonging to a minority community in a multicultural context; deepen their knowledge of themselves and others in a changing world; and forge their identity as Francophiles and integrate French into their personal and work life. • Intensive French: is available in Grades 6 and 7, ages 11-13 (in four school districts only), and half the school year is taught in French, half in English. It aims to ensure that students can communicate with purpose and confidence in French through an accelerated programme; expand 	

their understanding and appreciation of Francophone cultures; and understand the educational, career, social, and travel opportunities available to those who speak French.

- [Core French](#): is available from Grade 5 to Grade 12, ages 10-18, usually offered for 1-3 teaching blocks per week, and aims to ensure that students can communicate with purpose and confidence in French; expand their understanding and appreciation of Francophone cultures; and understand the educational, career, social, and travel opportunities that are available to those who speak French. The Core French curriculum is organised under four ‘curriculum organisers’, which are the common reasons people have for wanting to learn an additional language. They are: Communicating; Acquiring Information; Experiencing Creative Works; and Understanding Cultural Influences.

Ontario

In Ontario, there is a French first language and a French second language curriculum.

Students in [French-language schools](#) follow the same curriculum as students in English-language schools. The difference is that students in French-language schools learn the curriculum in French and in a French-language cultural setting. Students in French-language schools are also taught English from Grade 4 to Grade 12 (ages 9-18) and follow the same curriculum as the one delivered in English-language schools. As a result, students from the French-language system graduate from high school with high levels of competency in both French and English.

In English-language schools, French as a second language is available as a core French, extended French or immersion French curriculum, and schools must offer at least core French in Grades 9-12 (ages 14-18). School boards must also offer both academic and applied core French courses in Grades 9 and 10. The [Framework for French as a Second Language](#) in Ontario Schools has been influenced by the Common European Framework of Reference for languages (CEFR), which is recognised as a valuable asset for informing instruction and assessment practices in French second language education. The four strands in the French as a second language curriculum are listening, speaking, reading and writing and the [curriculum](#) is designed to develop a range of essential skills in the four interconnected strands.

New Brunswick

New Brunswick is an officially bilingual province, with a French first language curriculum and an Anglophone curriculum. Students in the Anglophone sector follow a French as a second language (FSL) curriculum and must do so until the end of Grade 10 (age 16). Students must also have the opportunity to continue instruction in FSL courses in Grades 11 and 12 (ages 16-18).

In line with [Policy 309](#) of the New Brunswick government, students in the Anglophone sector follow either a French Immersion curriculum or an English Prime French as a second language curriculum. The French Immersion curriculum begins either in Grade 1 (age 6) or Grade 6, age 11, and students who begin French Immersion at either stage receive a minimum of 50 per cent of instructional time in French in Grade 9 (age 14-15), and a minimum of 40 credit hours per year instructed in French in Grades 10-12 (ages 15-18). The minimum instructional time in French in Grades 9-10 (ages 14-16) for students following the English Prime (or Post-Intensive French) curriculum is 90 hours per year. [The](#)

French Immersion curriculum is implemented in communities where there is sufficient interest and where it is deemed to be sustainable over time.

The English Prime/[Post-Intensive French curriculum](#) for French second language students in Grades 9-12 (ages 14-18) is organised by:

- ‘general curriculum outcomes’, which link subject areas to the essential graduation competencies and provide an overview of the expectations of student performance
- ‘key-stage outcomes’, which identify what is expected of students at the end of a particular block of time, for example, at the end of the secondary level
- ‘specific curriculum outcomes’, which set out what is expected of students by the end of each grade or course.

Content is organised by three strands: oral communication, reading and viewing, and writing and presenting, and the goal is, for students who continue to study to the end of their high school programme (age 18), to attain level B1.2 (independent user) according to the Common European Framework of Reference for languages ([CEFR](#)), or Intermediate proficiency on the [New Brunswick Second Language Oral Proficiency Scale](#).

For teachers teaching the English Prime/Post-Intensive French curriculum, the minimum level of French language proficiency is the Advanced plus level as defined by the New Brunswick Second Language Oral Proficiency Scale, or the equivalent B2 level on the CEFR. For teachers teaching the French Immersion curriculum, the minimum proficiency level is the Superior level in the New Brunswick Second Language Oral Proficiency Scale or the equivalent C1 CEFR level (proficient user).

6. Assessment	How is French assessed (e.g. internal and external assessment? what is the balance? external only? Do any benchmarks reflect a recognised framework for language learning?)
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Courses of study in senior secondary education in Canada generally lead to a high school graduation certificate (individual to each of the 13 provinces/territories). High school graduation is credit-based and mostly internally assessed, with students gaining credits on course completion.

British Columbia

In accordance with the [Graduation Program Order](#), to graduate from high school students in British Columbia must earn 80 credits, gained in Grades 10-12 (ages 16-18), of which at least 16 must be at Grade 12 level. They must also successfully complete the Grade 10 numeracy assessment, the Grade 10 literacy assessment (in French or English), and the Grade 12 literacy assessment (in French or English). The latter assessments are external online assessments. (The 80 credits include 52 credits for required courses and a minimum of 28 elective credits.)

British Columbia students enrolled in a French first language (Francophone) pathway in a Francophone education authority usually study both French and English until the end of Grade 12 (age 18). They can receive a high school graduation certificate in both French and English if they gain the required number of credits in both subjects (at least 16 credits at the Grade 12 level, including a

required language arts (French first language) course, plus additional credits in the English and French languages in Grades 10, 11 and 12).

Students on immersion pathways can also receive an English and French high school graduation certificate if they achieve at least 16 credits at Grade 12 level, including a French second language immersion course, plus additional credits in French second language immersion in Grades 10, 11 and 12.

For students on French as a second language courses, the study of French is not among the required courses for high school graduation (the study of English is).

Assessment for the allocation of credit for the high school diploma is mostly through internal assessment on completion of courses. The compulsory literacy assessments in Grades 10 and 12 (ages 16 and 18) are external.

The [DELF](#) (Diploma of French Language Studies) examination is a diploma of French as a second language with international recognition. It has recently been introduced in British Columbia, and school students who successfully complete the DELF can obtain external credits towards the high school diploma under the Ministry of Education External Credentials Program. The DELF is a widely recognised diploma based on the Common European Framework of Reference for languages (CEFR). It assesses oral comprehension; oral expression; written comprehension; and written expression.

Ontario

To achieve the high school diploma (the Ontario Secondary School Diploma, OSSD) in English-language schools, students must earn 18 compulsory credits, 12 optional credits, pass the literacy requirement (assesses whether students meet the minimum standard of literacy across all subjects up to the end of Grade 9 (age 15)), earn at least 2 online learning credits, and complete a minimum of 40 hours of community involvement activities. French as a second language is a compulsory credit for the OSSD in English-language schools (as are 4 credits in English). The 1 compulsory French as a second language credit (110 hours) (of the 18 compulsory OSSD credits) can come from any of the three French second language curricula available: Core French, Extended French, French Immersion.

The overall high school graduation requirements are the same in French-language schools, with the exception being the number of credits students must or may obtain in French and in English. In French school districts, there are 4 compulsory French courses/credits, 1 compulsory English course/credit, plus the possibility of 1 or more additional credits in English. The English credits do not come from courses in English as a second language, but from core English courses (as taught in English-language schools/English districts).

New Brunswick

All students, whether they are following French first language, French second language (English Prime/Post-intensive French), or French Immersion curricula must complete some French study for high school graduation in New Brunswick. Students following English Prime/Post-intensive French and French Immersion curricula, for example, must complete a French course at the Grade 10 level (age 16), and the Grade 12 French Oral Proficiency Interview is mandatory for Grade 12 Immersion

students and for Post-intensive French/English Prime students registered in at least one course taught in French.

There is current [focus](#) on improving French language learning for Anglophone students and ensuring that all Anglophone sector students achieve, at a minimum, a conversational level of French proficiency by the time they graduate high school. The education authorities are looking at aligning the curriculum proficiency levels to the Common European Framework of Reference for languages (CEFR) and the [New Brunswick Second Language Oral Proficiency Scale](#). There is [discussion](#) however (page 11), as to whether setting the [CEFR](#) B1.1 proficiency level and the intermediate level on the Second Language Oral Proficiency Scale as the minimal goal for conversational French will encourage learners to strive to reach higher levels of proficiency.

7. Enabling factors	What are the enabling factors for the teaching and learning of French in upper secondary education (e.g. what materials and resources support the teaching and learning of French; what are the key features of French language pedagogy; how is the teaching of the French language encouraged and incentivised)?
<p>The curriculum framework documents in the Canadian provinces offer a key source of support for the teaching and learning of French in senior secondary education. The French as a Second Language guidance in Ontario, for example, defines the overall expectations and the specific expectations for each strand, or broad area of the curriculum (listening, speaking, reading and writing) and also provides examples, teacher prompts, and instructional tips for each of these expectations. These are intended to clarify the requirements of the curriculum expectations for teachers; illustrate the kinds of questions they might pose to students in relation to the requirements; and suggest instructional strategies and authentic contexts for the effective modelling, practice, and application of language in real-world situations.</p> <p>Recommended instructional approaches included in the guidance include: the use of differentiated approaches and a variety of teaching strategies; effective lesson design; action-oriented and communicative approaches to teaching French as a second language, with a focus on meaning over form; emphasising meaningful interactive activities; focusing on communicative language needs; highlighting authentic tasks within the context of the classroom environment; a focus on communicating in the target language; and a focus on the value of the oral language (in informal talk, discussion, and formal talk).</p> <p>In New Brunswick, the guidance for Post-intensive French (the English Prime stream) for French second language learners in Grades 9-12 includes a section on the instructional environment. This highlights the principles for the instructional process as including:</p> <ul style="list-style-type: none">• a focus on communication• enabling students to develop the ability to communicate by engaging in meaningful, interactive experiences, which include many and varied media for language learning (art, music, poetry, literature, film, theatre)	

- organising content and instruction around the curriculum outcomes and around experiences, themes and activities that are relevant to learners, and ensuring the classroom is learner-centered
- ensuring learner needs, abilities (including first language experiences) and interests provide a starting point for instruction, and that instruction is planned to be sequential, providing for a gradual increase in students' skills, and allowing for the meaningful use of language skills gained through previous use
- using French as the language of the classroom, for instruction and general communication.

The [guidance](#) also highlights the place of computer technologies in enhancing the learning environment in the areas of communication, professional development, global communication, authentic peer linkages, and resources, e.g. through the use of email to communicate with Francophone students; through the use of presentation software and graphics to complete and present projects; and for access to authentic online reference materials and information.

The steering committee for the current New Brunswick initiative to improve and enhance French language learning pathways in Anglophone schools has highlighted that, if improvements are to happen, there is a need for well-trained and available supply teachers to support the teaching of French and more culturally authentic language learning resources. It has recommended the establishment of a Centre of Excellence for Language Learning which could provide a regularly refreshed virtual hub of resources for language learning, and a resourced model to support opportunities for cultural connections between learners and peers, mentors, and/or community and industry partners. A Centre of Excellence could also be the catalyst for moving forward with other recommendations on French language learning, e.g.:

- providing expert-developed professional learning for educators in resources, strategies, and interventions to best support the inclusion of each learner in French language classrooms
- engaging language learning experts and advocates - including post-secondary researchers and experienced educators, coordinators, and specialists - to identify and create a plan to assist families with supporting language learning at home
- developing an action plan for rural French language learning to ensure learners and educators in all regions of New Brunswick have access to culturally authentic French language resources and opportunities,

In response to the report, the Department of Education has committed, among others, to ensure that well-trained and available supply teachers are in locations where they are needed and become part of the school staff, and to ensure that teachers have professional learning opportunities that support a positive learning environment. It has also created an online professional learning hub to provide access for educators and key partners to learning opportunities, and will establish a Centre of Excellence for Language Learning to strengthen French language learning in the Anglophone education system. Collaboration to set up the Centre is underway, with a focus on developing resources and working with French language learning stakeholders to determine its vision.

3.2 Native languages in the curriculum: Swedish in Finland

Swedish in Finland	
1. Context and rationale	What is the context and rationale for the teaching and learning of Swedish in upper secondary education (14+) (legal status of the language; rights and responsibilities in terms of education)?
	<p>Finland is a bilingual nation. According to the Finnish Constitution and the Language Act, the national languages are Finnish and Swedish; the term official languages does not appear in either document.</p> <p>Every citizen has the right to choose whether Finnish or Swedish is their mother tongue; parents make this choice for their child. Later in life, as an adult, citizens can change their mother tongue. People who consider Swedish to be their mother tongue are usually bilingual with at least sufficient knowledge of Finnish; quite often they are trilingual with English being their third language.</p> <p>The Language Act aims to ensure the constitutional right of every person to use his or her own language, either Finnish or Swedish, before the courts and other authorities. In addition, special legislation applies in areas including education (language as an educational subject, language of examination), cultural activities, health care and social welfare. The Act defines the basic unit of language rights as the municipality, each of which has a language status: either unilingual (Swedish or Finnish) or bilingual. A municipality is deemed to be bilingual when the population includes both Finnish and Swedish speakers and the minority comprises at least eight per cent of the population or 3,000 people. A bilingual municipality is declared unilingual when the minority is less than 3,000 people and the proportion is below six per cent.</p> <p>In 2020, 86.9 per cent of the population were Finnish speakers, compared with 5.2 per cent speaking Swedish, and 7.8 per cent speaking other languages.</p> <p>Although the Swedish-speaking population is mainly concentrated on the southern and western coasts, Finnish and Swedish are equal languages across the whole country.</p> <p>As national languages, Finnish and Swedish are languages of instruction in educational institutions at all educational levels, and in general, institutions have either Finnish or Swedish as their language of instruction. There are, however, some upper secondary vocational institutions and universities which are bilingual and, away from the coastal regions where most Swedish speakers live, some students may study in small, separate Swedish-language classes on the local Finnish school's premises.</p> <p>In line with a student's right to receive schooling in either Finnish or Swedish, if his/her family requests that the student receives education in Swedish, the municipality where a student lives has a responsibility to find him or her a place in the nearest municipality with a Swedish school (or class), and to arrange for free transportation.</p>

2. Aims and objectives	What are the aims and objectives for the teaching and learning of Swedish in upper secondary education (14+)?
	<p>Since the extension of compulsory education on 1 August 2021, all students completing primary and lower secondary level education (age 15/16) have to apply for further study in upper secondary education. The reform was introduced with a view to improving the level of knowledge, skills and competence of school leavers and, since the reforms, students have to remain in education until they reach the age of 18 years or have finished upper secondary level education.</p> <p>Upper secondary education is available in two pathways – general and vocational education (in general and vocational upper secondary institutions), and both the general and vocational education pathways provide eligibility for higher education and usually take three years.</p> <p>The overall purpose of general upper secondary education is to help students grow into decent, well-rounded and educated human beings and active members of society; to provide them with the knowledge, skills and capabilities required for engaging in working life and recreational activities; and to further their versatile personal development. A further purpose is to provide students with the capabilities for lifelong learning and continuous personal development.</p> <p>Students in general upper secondary education must study the mother tongue and literature (either Finnish or Swedish) with the aim of improving their language proficiency, interaction skills and multiliteracy. The objective is to strengthen students' interest in language, literature and other forms of culture, as well as to increase their awareness of their skills as communicators and language users, and to support the development of their language awareness, cultural knowledge and ability, and learning in all subjects. A further objective is that students acquire knowledge and skills to support their further studies and active citizenship.</p> <p>Students must also study the second national language (either Finnish or Swedish), with the aim of developing their intercultural communication skills; acquiring knowledge and skills of the language and its use; and experiencing the opportunity to develop their knowledge, awareness, understanding, and appreciation of the communities and culture within the second national language.</p> <p>Among the aims of the Action Plan for the Strategy for the National Languages of Finland is that of maintaining the place of the Swedish language in education, and of promoting the integrated learning of both national languages in vocational education and training.</p>

3. Place of the native language	What is the place of the Swedish language in the upper secondary curriculum? How is Swedish incorporated in the upper secondary curriculum, and how does it relate to other languages in the curriculum?
<p>In general upper secondary education, leading towards the matriculation exam (the senior secondary diploma), the study of Finnish and Swedish is compulsory, both in schools where Finnish is the language of schooling, and in schools where Swedish is the language of schooling.</p> <p>Students in institutions where Swedish is the medium of instruction or in institutions where Finnish is the medium of instruction follow the same national core curriculum which is determined by the Finnish National Agency for Education. Under this curriculum, students in Swedish-medium schools study Swedish mother tongue and literature as a compulsory subject (they must obtain at least 12 compulsory credits for matriculation), and Finnish language as the first compulsory language/second national language (they must obtain at least 10 compulsory credits). Students in Finnish-medium schools similarly study Finnish mother tongue and literature as a compulsory subject (at least 12 compulsory credits), and Swedish language as the first compulsory language/second national language (at least 10 compulsory credits).</p> <p>The (digital) matriculation exam consists of a minimum of five tests; one of these, the test in mother tongue and literature (either Swedish or Finnish), is compulsory for all candidates. The candidate then has to complete four other tests which have to belong to at least three different groups: mathematics; second national language; foreign language; humanities and natural sciences. At least one of the tests must be a test at the advanced syllabus level for the subject. (Candidates can also include one or more optional (additional) tests as part of their matriculation examination.) The examination languages are Finnish and Swedish (i.e. the matriculation exam is completed in either Finnish or Swedish based on the language of instruction of the educational institution).</p> <p>In vocational upper secondary education, vocational qualifications can be completed in Swedish in Swedish language educational institutions throughout the country. Among the aims of the Action Plan for the Strategy for the National Languages of Finland is that of promoting the integrated learning of both national languages in vocational education and training.</p>	
4. Frameworks/benchmarks in place	What, if any, recognised framework or benchmarks are used in support of the teaching and learning of Swedish in the upper secondary curriculum (e.g. the Common European Framework of Reference for languages, CEFR)?
<p>The National Certificates of Language Proficiency (YKI) tests are language tests intended to enable adults to validate their proficiency in a given language (e.g. to apply for a job, course of study, or Finnish citizenship). They are available in a range of languages, including Swedish, and the test measures functional language proficiency in everyday situations at the basic, intermediate, or advanced level. All YKI tests include four sub-tests: speaking, listening comprehension, writing, and reading comprehension. The language proficiency scale of the YKI is a six-point scale, commensurate</p>	

<p>with the proficiency level scale in the Common European Framework of Reference for languages (CEFR).</p>	
5. Curriculum content	What are students learning in the Swedish language curriculum (overview of the main features/strands of the curriculum specification for the Swedish language; time allocation)? Does curriculum content reflect a recognised framework for language learning?
<p>Students in upper secondary education in Finland have completed the general upper secondary syllabus when they have passed the minimum number of modules and reached a minimum of 150 credits (usually over three years). Each credit is equivalent to 14 hours and 15 minutes of instruction.</p> <p>Students in Swedish-medium schools in Finland study Swedish mother tongue and literature as one of 18 compulsory subjects and must obtain at least 12 compulsory credits (and 6 optional credits) in the subject. They must also study the Finnish language as the second national language and obtain at least 10 compulsory credits (either 12 compulsory credits at advanced level, or 10 compulsory credits at intermediate level, plus 4 optional credits).</p> <p>Mother tongue and literature is a multidisciplinary subject involving theoretical, practical and cultural dimensions. It aims to improve students' language proficiency, interaction skills, and multiliteracy and strengthen their interest in language, literature, and other forms of culture as well as increase their awareness of their skills as communicators and language users. The mother tongue language and literature curriculum also aims to support the development of language awareness, cultural knowledge and ability, and learning in all subjects, and provide students with knowledge and skills which support their further studies and active citizenship.</p> <p>The Finnish National Agency for Education determines the objectives and key content of general upper secondary education in the National Core Curriculum (2019), which individual education providers use to draw up a local curriculum that determines the specific objectives and content of instruction.</p>	
6. Assessment	How is the Swedish language assessed (e.g. internal and external assessment? what is the balance? external only? Do any benchmarks reflect a recognised framework for language learning)?
<p>For upper secondary students in Finland studying Swedish as the mother tongue, completion of a test in Swedish (mother tongue and literature) is a compulsory requirement for the matriculation examination (the senior secondary diploma).</p> <p>The matriculation examination aims to evaluate the extent to which students have assimilated the knowledge and skills required by the curriculum for upper secondary school, and how well they have reached an adequate level of maturity in line with the goals of general upper secondary education.</p>	

Passing the matriculation examination entitles the candidate to continue their studies at university and other institutions of higher education.

The (digital) matriculation examination consists of a minimum of five tests: the test in mother tongue and literature (either Finnish or Swedish), plus a further four tests on subjects selected by students. These four tests have to belong to at least three different groups selected from mathematics; second national language; foreign language; humanities and natural sciences (which appears to indicate that students do not have to select the second national language). At least one of the tests must be a test at the advanced syllabus level for the subject. (Candidates can also include one or more optional (additional) tests as part of their matriculation examination.) The examination languages are Finnish and Swedish (i.e. the matriculation exam is completed in either Finnish or Swedish based on the language of instruction of the educational institution).

The mother tongue test for the matriculation examination (which is available in Finnish, Swedish and the Sami language) includes two parts for Swedish (and Finnish): a textual skills test and an essay test. These external assessments take place on separate days and each lasts six hours. The weighted sum of points from the two tests determines the student's grade and students must complete both tests.

The textual skills test assesses the student's analytical skills and linguistic expression. The essay test focuses on his/her general level of education, development of thinking, linguistic expression and coherence. In the textual skills test, students are given material that consists of different literary texts, expository texts and artwork. On the basis of the material, they answer two assignments out of four and may be asked to analyse the meanings, structures, expressions and context of the material, or to write a summary or a commentary. In the essay test, students choose one assignment out of a minimum of five and write an essay according to instructions.

(A student whose mother tongue is not Finnish, Swedish or Sami, or who uses Sign Language as a first language, can replace the mother tongue test with the test of Finnish or Swedish as a second language. This test has sections on listening and reading comprehension and written production. A student may also take the mother tongue test in Finnish or Swedish in place of the second national language test in that language.)

7. Enabling factors	<p>What are the enabling factors for the teaching and learning of the Swedish language in upper secondary education (e.g. what materials and resources support the teaching and learning of Swedish; what are the key features of Swedish language pedagogy; how is the teaching of the Swedish language encouraged and incentivised)?</p>
<p>There is current emphasis on providing more equal and inclusive Swedish-language education of a higher quality at all levels of education. This includes improving and promoting digital competence, and developing digital learning materials and flexible, versatile learning environments equally in both national languages. There is also a focus on ensuring that sufficient resources are available at all levels of education to develop high-quality Swedish learning materials that meet the requirements of the curricula.</p> <p>The Ministry of Education and Culture is also making it a priority to improve the overall coordination of Swedish-language education at the national level, and to ensure that the particular features of Swedish-language education are addressed in educational developments. It is also creating cooperation models and networking structures for the delivery of education, with a view to ensuring the availability of professional support, and looking to improve teacher competence.</p> <p>To create a high-quality study path for Swedish as a second language and Finnish, it is also looking to launch development programmes at all levels of the education system, and to put financing for positive discrimination on a permanent footing.</p>	

3.3 Native languages in the curriculum: the Irish language in Ireland

Irish in Ireland	
1. Context and rationale	What is the context and rationale for the teaching and learning of Irish in upper secondary education (14+) (legal status of the language; rights and responsibilities in terms of education)?
<p>The Irish language is the national and the first official language of Ireland, in accordance with Article 8 of the Constitution, the other official language being English. Irish is a core subject in the curriculum in the senior cycle (upper secondary, aged 15+) phase of education in Ireland.</p> <p>English is the medium of instruction in the majority of schools, where Irish is also taught. In designated schools in the Gaeltacht areas (the regions in Ireland in which the Irish language is, or was until recently, the primary spoken language of the majority of the community⁸), Irish is the medium of instruction, with English also being taught. There are also a number of Irish-medium schools in areas outside the Gaeltacht⁹.</p> <p>The Education Act 1998 places specific obligations on the system to contribute to the realisation of national policy and objectives in relation to Irish, to the maintenance of Irish as the primary community language in Gaeltacht areas, and to promoting the language and cultural needs of students having regard to the choices of their parents.</p> <p>In Census 2022, 32 per cent of all Irish speakers aged three years and over spoke the Irish language well, compared with 55 per cent who didn't speak the language well. Of those who spoke Irish, aged between 15 and 19, 63 per cent reported that they spoke it either very well or well.</p>	
2. Aims and objectives	What are the aims and objectives for the teaching and learning of Irish in upper secondary education (14+)?
<p>The 20-Year Strategy for the Irish Language 2010-2030 promotes a holistic, integrated approach to the Irish language and sets out a series of areas for action to benefit the language and the Gaeltacht. The strategy attaches particular importance to the preservation and promotion of Irish in the Gaeltacht in relation to conserving and protecting the heritage, culture and richness of the language where it remains as a household and community language. It also includes the objective of widening the use of the language nationwide and establishes education as one of nine areas of action - education; the Gaeltacht; family transmission of the language - early intervention; administration, services and community; media and technology; dictionaries; legislation and status; economic life; cross-cutting initiatives.</p> <p>The headline goals in the Strategy for the Irish Language include to increase:</p>	

⁸ Source: [The Gaeltacht | Our Language & the Ghaeltacht | Údarás na Gaeltachta \(udaras.ie\)](#)

⁹ In 2020, there were 29 Irish-medium post-primary schools outside of the Gaeltacht (of around 730 post-primary schools in total), catering for 10,823 students ([dfbb98b6-b26f-42c3-a56b-f9751386e61a.pdf \(www.gov.ie\)](#)).

- the number of people with a knowledge of Irish from 1.66 million to 2 million (in a population of just over 5 million)¹⁰
- the number of speakers who speak Irish on a daily basis outside the education system from 83,000 to 250,000.

The strategy is based on the government [Statement on the Irish Language 2006](#), which includes:

Objective 5: Irish will be taught as an obligatory subject from primary to Leaving Certificate level. The curriculum will foster oral and written competence in Irish among students and an understanding of its value to us as a people...

Objective 6: A high standard of all-Irish education will be provided to school students whose parents/guardians so wish. Gaelscoileanna¹¹ will continue to be supported at primary level and all-Irish provision at post-primary level will be developed to meet follow-on demand.

In October 2016, the Department of Education and Skills (DES) also published a [Policy on Gaeltacht Education 2017-2022](#) to promote excellence in Irish-medium schools, and to support the strengthened use of Irish as a community language in Gaeltacht areas. This was the first Gaeltacht-specific education policy in the history of the state. Its overarching goals are to enable all children in the Gaeltacht to have ready access to education settings that use Irish as the language of communication and instruction for all subjects; ensure the provision of high-quality Irish-medium education in Gaeltacht schools; and support the use of Irish in Gaeltacht communities.

Gaeltacht schools face challenges in delivering all of the curriculum through Irish in a context where those entering school have varying abilities in the language. This is recognised in the [National Strategy to Improve Literacy and Numeracy](#) among Children and Young People 2011-2020, which notes that learners attending these schools may come from homes in which the first language is Irish or from homes where English (or another language) is the first language. As a result, learners have very varied learning needs and will be developing their ability to speak, read and write in both Irish and English and their ability to move fluently between languages and transfer their literacy learning from one language to the other.

In support, the 20-year Strategy for the Irish Language includes commitments for enhanced investment in professional development and ongoing support for teachers, as well as in the provision of textbooks and resources and support for innovative approaches to teaching and learning. The Policy on Gaeltacht Education also commits to foster innovation and excellence in the delivery of Irish-medium education, and in schools' linkages with Gaeltacht communities, through the recognition of Gaeltacht Schools of Excellence that may share their practices with other schools and become involved in leading communities of practice.

A dedicated [Gaeltacht Education Unit](#) has been established to oversee implementation of the policy.

¹⁰ [Census of Population 2022 - Summary Results - CSO - Central Statistics Office](#)

¹¹ Irish-medium schools

The Department of Education and Skills (DES) is also looking to develop a new policy for Irish-medium education outside the Gaeltacht and is reviewing responses to a public [consultation](#) which concluded in summer 2023. The policy will identify actions to deliver high-quality Irish-medium education in Irish-medium settings; increase the proportion of children and young people attending Irish-medium schools; develop policy on Irish-medium (units/streams) Aonaid/Sruthanna in existing English-medium post-primary schools; examine how the supply of teachers and other staff with a high standard of Irish can be increased to meet demand in Irish-medium education settings; and look at ways to deepen community engagement around Irish-medium settings.

3. Place of the native language	What is the place of Irish in the upper secondary curriculum? How is Irish incorporated in the upper secondary curriculum, and how does it relate to other languages in the curriculum?
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Irish is a core curriculum subject in primary and secondary education. The teaching and learning of the Irish language takes place in English-medium schools, some of which practice partial immersion or a bilingual approach; in Irish-medium units in schools; and in Irish-medium schools. Some schools are also seeking to become recognised as Gaeltacht schools under the [Policy on Gaeltacht Education 2017-2022](#) (for which they receive additional supports).

Irish-medium post-primary schools (pupils aged 12+) practise immersion education: all activities are carried out through the medium of Irish, apart from the teaching of other languages. In 2020, there were 29 Irish-medium post-primary schools outside of the Gaeltacht (of around 730 post-primary schools in total¹²), catering for 10,823 students¹³.

It is national policy to extend the availability of a curriculum containing a total-immersion approach, where all areas of learning, apart from English and Modern Foreign Languages (MFL), will be taught through Irish, and it is intended that all Gaeltacht students should have the opportunity to receive their education through the medium of Irish.

In post-primary junior cycle education (students aged 12-15), Irish is a core subject for the Junior Cycle Profile of Achievement (JCPA).

In senior cycle (upper secondary) education (aged 15+), students following the Leaving Certificate Established (LCE), and the Leaving Certificate Vocational Programme (LCVP) must take at least five subjects, one of which should be Irish, unless the student is specifically exempted. The existing Irish language syllabus, published in 1995 and revised in 2010 in accordance with the terms of circular 0042/2007, caters for all senior cycle students following LCE and LCVP.

Students following the separate Leaving Certificate Applied (LCA) programme (Gaeilge Chumarsáideach, [Siollabas](#) Nuashonraithe le héifeacht ó Mheán Fómhair 2010) must study two modules of Irish: An Ghaeilge thart timpeall orainn/The Irish language around us and An Ghaeilge mar Theanga Bheo/Irish as a living language.

¹² [Key Statistics 2021-2022 - 8743376a-a34f-4f9c-a691-b39ba8a89c61.pdf \(www.gov.ie\)](#)

¹³ [dfbb98b6-b26f-42c3-a56b-f9751386e61a.pdf \(www.gov.ie\)](#)

Irish is also part of the [Transition Year programme](#), the one-year stand-alone programme that forms the first year of a three-year senior cycle in many schools and is designed as a bridge between the junior and senior cycles.

In senior cycle post-primary education, work in updating the curriculum specifications¹⁴ for Leaving Certificate Irish is currently [paused](#).

4. Frameworks/benchmarks in place	What, if any, recognised framework or benchmarks are used in support of the teaching and learning of Irish in the upper secondary curriculum (e.g. the Common European Framework of Reference for languages, CEFR)?
The current Irish language syllabus for senior cycle students following the Leaving Certificate (Established) and the Leaving Certificate Vocational Programme (LCVP), and the separate specification for students following the Leaving Certificate Applied (LCA) programme do not make reference to the CEFR. The (currently paused) Draft Leaving Certificate Irish L1 and Draft Leaving Certificate Irish L2 specifications also make no reference to the CEFR or other recognised framework or benchmarks.	
5. Curriculum content	What are students learning in the Irish language curriculum (overview of the main features/strands of the curriculum specification for Irish; time allocation)? Does curriculum content reflect a recognised framework for language learning?
<p>Leaving Certificate Established (LCE) and Leaving Certificate Vocational Programme (LCVP)</p> <p>The current Leaving Certificate Irish curriculum for the Leaving Certificate Established (LCE) and Leaving Certificate Vocational Programme (LCVP) builds upon the language developed during junior cycle, further developing the language skills of listening, speaking, reading, spoken interaction and writing.</p> <p>The curriculum focuses on promoting the personal and social development of students and their imaginative, creative, aesthetic and emotional potential; developing study skills and students' analytical and oral ability; and developing students' understanding of the Irish language, of communication technology and of multilingualism. There are two key areas of focus – An Cultúr Gaelach/Irish culture, and An Fheasacht Teanga/Language awareness, and teaching objectives focus on: understanding, including spoken language/listening comprehension and written texts/reading comprehension; speaking; writing; literature, including prose and poetry; and language use. Key</p>	

¹⁴ A draft L1 specification is intended to meet the Irish-language learning needs of students who are native speakers of Irish; the L2 specification is designed for students who are being educated through the medium of English.

topics include the student him/herself; school and work; the Irish language around us; the young person's life; media, including ICT; and other topics of interest to students.¹⁵

The (currently paused) [Draft Leaving Certificate Irish L1](#) and [Draft Leaving Certificate Irish L2](#) specifications for the Leaving Certificate Established (LCE) and the Leaving Certificate Vocational Programme (LCVP) are designed for at least 180 hours of class contact time and include three strands: Cumarsáid/Communication, Feasacht/Awareness, and Cruthaitheacht Teanga/Language creativity.

Communication is the main strand of the specification, with Awareness and Language creativity providing two supporting strands to create the student's learning experience. The three key strands aim to build on students' experiences and learning from the junior cycle and, through their integration, to deepen and broaden students' learning experience.

- Cumarsáid/Communication: includes five elements – listening, reading, oral language, spoken interaction, and writing. Communication competence consists of students' competencies in the five key skills of listening, reading, speaking, spoken production, and writing - the skills required to be an active language user.
- Feasacht/Awareness: includes three elements – language awareness, learners' self-awareness, and cultural awareness. Language awareness is students' knowledge and understanding of correct use, systems, and the natural flow of Irish as a language. Learners' self-awareness relates to the awareness they have of themselves as language learners and their ability to self-direct their language learning activities. Cultural awareness helps students develop an understanding of the language community and to place themselves inside the language community and other cultures.
- Cruthaitheacht Teanga/Language creativity: focuses on developing confident, critical and creative thinkers and encompasses cognitive and social skills, as well as students' attitudes and emotions as they learn.

[Leaving Certificate Applied \(LCA\)](#)

The separate LCA curriculum/An Ardteistiméireacht Fheidhmeach: [Gaeilge Chumarsáideach](#) is a communicative Irish course focused on two modules: An Ghaeilge thart timpeall orainn/the Irish language around us, and An Ghaeilge mar theanga bheo/Irish as a living language. It aims to prepare students for adult and working life and to enable them to use Irish in settings outside of school. It emphasises students' personal and social development and their communication skills in Irish, and focuses on the development of listening and speaking skills and on students' research and organisational skills.

6. Assessment	How is Irish assessed (e.g. internal and external assessment? what is the balance? external only? Do any benchmarks reflect a recognised framework for language learning?)
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The 20-Year Strategy for the Irish Language 2010-2030 includes the objective that national assessment of aural and oral competence in Irish will be implemented in both junior and senior cycle education (ages 12-15 and 15-17/18 respectively) (Government of Ireland, 2023, page 12).

¹⁵ The text in this paragraph was accessed through the use of a translation app.

Leaving Certificate Established (LCE) and Leaving Certificate Vocational Programme (LCVP)

Assessment for the Leaving Certificate Established and the Leaving Certificate Vocational Programme (LCVP) is at three levels - Foundation Level, Ordinary Level or Higher Level. The learner's oral competency is assessed around Easter of the final year of the two-year course, in an oral examination worth 40 per cent of the overall mark (at each Level). The remaining three skills (listening, reading and writing) are assessed in June through externally set and marked written examinations. At Ordinary and Higher Level, the examinations include assessment of aural comprehension and written composition (Paper 1) and reading comprehension and literature (Paper 2). Aspects of literary works must be studied at Ordinary Level, while at Higher Level these same works and additional material must be studied in greater detail. At Foundation Level, the examination is one written paper assessing aural comprehension, reading comprehension and written composition (State Examinations Commission, 2010).

The (currently paused) [Draft Leaving Certificate Irish L1](#) and [Draft Leaving Certificate Irish L2](#) specifications state that assessment for certification is based on the aims, objectives and learning outcomes of the specification, and includes an oral examination, an aural examination and a written examination. Each component is administered and assessed by the State Examinations Commission, and there are two levels of examination, Ordinary Level and Higher Level. The allocation of marks varies by level and language pathway (L1 and L2).

Leaving Certificate Applied (LCA)

The separate **Leaving Certificate Applied** (LCA) is a credit-based qualification, with credits awarded on satisfactory completion of the appropriate module, on completion of the key assignments related to the module, and on completion of Student Tasks and final examinations. Completion of an end-of-course, external examination in Irish is a requirement for all students¹⁶. The examination is based on the two modules of the LCA Irish language course: An Ghaeilge thart timpeall orainn/the Irish language around us, and An Ghaeilge mar theanga bheo/Irish as a living language. Its components include an oral examination, listening comprehension, reading comprehension, and a written examination. The examination accounts for three credits – one from the oral component and two from the written component.¹⁷

¹⁶ Unless they have been granted a specific exemption from the study of Irish ([gov - Apply for an Irish exemption \(www.gov.ie\)](#))

¹⁷ The text in this paragraph was accessed through the use of a translation app.

7. Enabling factors	<p>What are the enabling factors for the teaching and learning of Irish in upper secondary education (e.g. what materials and resources support the teaching and learning of Irish; what are the key features of Irish language pedagogy; how is the teaching of Irish encouraged and incentivised)?</p>
<p>The Government Statement on the Irish Language 2006, on which the 20-year Strategy for the Irish Language is based, included a commitment to enhanced investment in professional development and ongoing support for teachers; the provision of textbooks and resources; and support for innovative approaches to teaching and learning.</p> <p>The 20-year Strategy includes:</p> <ul style="list-style-type: none"> the ultimate aim that all students in mainstream schools studying the Irish language as a core subject will be offered the experience of partial immersion education in other subjects. This will be implemented on a phased basis in line with progress made in strengthening teacher competences in this area through a comprehensive investment programme of professional development for teachers. <p>It also includes commitments to:</p> <ul style="list-style-type: none"> introduce a Post-Graduate Diploma in Education delivered in full through the medium of Irish develop and provide a wide range of textbooks, new technology materials and resources to support the teaching of Irish and teaching through Irish produce information and resource materials for various categories of school professionals give special recognition to schools where there is good practice in teaching Irish develop a scholarship scheme for children from disadvantaged areas to attend courses in the Gaeltacht, and provide funds for Irish summer colleges. <p>At the beginning of 2018, the Minister for Education and Skills announced the development of two new Irish-medium teacher education programmes to deliver up to 60 new places for teacher education through Irish annually. The new places were an important measure to ensure Irish-medium schools in both Gaeltacht and non-Gaeltacht areas have an adequate supply of Irish-medium teachers. The Masters in Irish-Medium and Gaeltacht Education for primary and post-primary teachers was launched in October 2018, and the Irish-medium Bachelor of Education for primary teachers began in 2019.</p> <p>Beginning in 2024, Trinity College Dublin and Marino Institute of Education will offer a new two-year programme aimed at enhancing the skills of registered post-primary teachers in Irish. Programme participants will be able to register to teach Irish to Leaving Certificate level in schools, and the programme is intended to be provided in a flexible and innovative manner, including face-to-face, online and practice-based learning, to enable broad participation. This upskilling programme in Irish will be open to registered post-primary teachers who are not already registered in the subject of Irish and, similar to previous upskilling programmes (e.g. in mathematics), places on the programme will be provided free of charge to participating teachers.</p>	

The **Policy on Gaeltacht Education** also recognised that a range of support is needed to develop schools' capacity to provide high quality Irish-medium education in the Gaeltacht. The seven pillars of support set out in the Policy include improving the quality of teaching through Irish; building the capacity of school leaders and school management; and improving the curriculum for Irish and language resources and supports.

Under the **Gaeltacht School Recognition Scheme** (part of the Policy on Gaeltacht Education), post-primary schools implementing Irish-medium immersion education with a view to being recognised as a Gaeltacht school, receive additional targeted resources. These include language-support hours for Irish, a grant for Irish-medium resources, and continuing professional development and inspectorate advisory visits to support their participation in the scheme. The language-based criteria for schools seeking recognition also include that they:

- establish cultural links with local schools that operate through Irish using digital technology, online and/or blending learning opportunities
- make every effort to recruit teaching and ancillary staff who are proficient in Irish and have a knowledge and understanding of pedagogical practice relevant to teaching through Irish, as well as an understanding of the language and cultural dynamics of the Gaeltacht.

The Policy on Gaeltacht Education also proposes a range of measures to incentivise students and Gaeltacht and Irish-medium schools to engage with the proposed future L1 Leaving Certificate specification. These may include awarding third-level (higher education) bursaries to students who perform at or exceed a specified grade threshold in the L1 curriculum specification for Irish in the Leaving Certificate examination; reserving 10 per cent of places on initial teacher education programmes to those students who achieve a specified grade threshold in the L1 curriculum specification for Irish in the Leaving Certificate (and meet other entry requirements for the programmes); or recognising performance in the L1 curriculum specification for Irish in the Leaving Certificate examination as a requirement for entry to third-level courses which require a higher competence in Irish, such as law and Irish.

[Pedagogy: Leaving Certificate Established/Leaving Certificate Vocational Programme \(LCVP\)](#)

The 20-year Strategy for the Irish Language includes strong emphasis on fostering oral, aural and written competence in Irish in post-primary education, and aims to ensure a significant shift in emphasis towards Irish as a spoken language. To this end, the revised syllabus for Irish for the Leaving Certificate Established and the Leaving Certificate Vocational Programme (LCVP), introduced for initial examination in 2012, increased to 40 per cent the marks allocated for oral assessment.

The (paused) [Draft Leaving Certificate Irish L1](#) and [Draft Leaving Certificate Irish L2](#) specifications recommend that, in teaching Irish, teachers use a range of appropriate strategies relevant to the various contexts in which the language is used, to ensure that students' interests and needs are emphasised in learning and teaching. They also recommend that:

- Irish is the language of learning and communication in the Irish language classroom

- the three key areas of focus (Cumarsáid/Communication, Feasacht/Awareness, and Cruthaitheacht Teanga/Language Creativity) are not studied in isolation, and the integration of skills and competencies is emphasised
- teachers provide students with feedback on their progress in various skills
- teachers use literary and non-literary texts in language teaching and learning and, through their expertise in the language, create a rich language input and provide guidance, encouragement, help, feedback and support to students
- teachers guide students in exploiting opportunities for use and communication in the language environment and encourage a respect for the language and for Irish culture
- students' competencies are developed through interaction with the language community, which provides them with examples of the living language and provides a stimulus in the acquisition of the language
- students develop their bilingual/multilingual identity by comparing and contrasting Irish with other languages, and interact with fellow students in active language production through group work and in pairs in class and in everyday relationship contexts outside of school.

Pedagogy: Leaving Certificate Applied

The [syllabus](#) for the separate Leaving Certificate Applied (LCA), revised in 2010 in accordance with the terms of circular 0042/2007, recommends that teachers use Irish as the language in class; emphasise listening comprehension and speaking the language before developing reading and writing skills; use student interests as the basis for lesson material; use a wide range of teaching and evaluation methods; include pair work, group work and role play to provide students with opportunities to practise what they are learning; use authentic content where possible; link the teaching and learning of the Irish language to real settings and contexts, e.g. by organising visits to sites where Irish is used daily; use the community and local area to support learning; and recognise the Irish language that students bring to the classroom with them.¹⁸

Organisations

There are also a range of organisations supporting the teaching and learning of Irish in schools including the [Gaeltacht Education Unit](#) and An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta ([COGG](#)) – the Council for Gaeltacht and Irish-medium Education, which provides teaching resources, support services and research.

Oide, an integrated support service for the professional learning of teachers and school leaders, also launched in September 2023. Combining four previously existing support services, the [Oide website](#) has a section dedicated to promoting and supporting Irish-medium education in primary and post-primary schools.

¹⁸ The text in this paragraph was accessed through the use of a translation app.

3.4 Native languages in the curriculum: Maltese in Malta

Maltese in Malta	
1. Context and rationale	What is the context and rationale for the teaching and learning of Maltese in upper secondary education (14+) (legal status of the language; rights and responsibilities in terms of education)?
<p>There is a bilingual education policy in Malta, where schooling takes place in the country's two official languages: Maltese, the national language, and English.</p> <p>Article 5.1 of the Constitution establishes Maltese as the national language, and article 5.2 declares that the Maltese and English languages (and such other languages as may be prescribed by Parliament) are the official languages of Malta. Instruction in schools is generally delivered in the Maltese and English languages, and this varies by individual school (some may use English more than Maltese; in others, teachers and students employ extensive English-Maltese code-switching in the classroom).</p> <p>Maltese is the dominant spoken language and the mother tongue of around 98 per cent of the population. Although the Maltese language is spoken by the majority of citizens, it is not used in all domains, however. When it comes to the written medium, English is preferred by 44.5 per cent of the population, compared to the use of written Maltese (43.1 per cent). Asked about their preferred language when reading, 46.3 per cent of the population opt for English while 38.6 per cent prefer Maltese. Although an increasing number of books are being written in and translated into Maltese, reading material in Maltese remains relatively limited compared to the availability of English texts. Most textbooks used in schools are in English, with textbooks in Maltese generally dealing with the actual teaching and learning of the Maltese language.</p>	
2. Aims and objectives	What are the aims and objectives for the teaching and learning of the Maltese language in upper secondary education (14+)?
<p>The framework for the education strategy for Malta 2014-2024 states that the Ministry for Education and Employment will ensure the promotion of Malta's identity through the mastery of the Maltese language, but will also ensure that children and young people in Malta are able to navigate successfully in the world at large by being fluent and proficient in English as the global language. It also states the intention for young people to be competent in other languages that have global outreach.</p> <p>The National Curriculum Framework (NCF) for compulsory education (to age 16) states that the NCF aims to ensure that young people in compulsory education have 'as an indispensable prerequisite' mastery in Maltese and English, mathematics, a science subject and digital literacy. By the end of compulsory secondary education, they are expected to develop an understanding of Maltese and English; gain confidence in their use in a variety of contexts; and develop the ability to communicate effectively and confidently, with the aim of being capable of sustaining their chances in the world of work.</p>	

At secondary level, the teaching and learning of the mother tongue (generally Maltese) aims to strengthen learners' sense of identity and conceptual development, while the teaching and learning of the second language (generally English) reinforces the acquisition of an important international language of communication.

In addition, the [National Policy for the Teaching of Maltese as a Foreign Language](#) in the Framework of Bilingualism and Plurilingualism aims to ensure that those who come to Malta from other countries, and who speak another language or languages, learn both Maltese and English. The aim is to ensure the ultimate goal of 'balanced bilingualism' and the policy is binding on all schools following the National Curriculum Framework and all their students. It emphasises that:

- importance is given to Maltese and English as the means of instruction and communication in all subjects (except for languages) taught in schools
- the teaching of Maltese and English as subjects are given equal importance, e.g in time allocated
- students should be able to take all assessments and examinations (except for those in languages) in either Maltese or English
- all school and national education communications should be in Maltese and in English, and Maltese should be given prominence in signage, websites, brochures, concerts, meetings and celebrations in every educational institution and body.

3. Place of the native language	What is the place of the Maltese language in the upper secondary curriculum? How is Maltese incorporated in the upper secondary curriculum, and how does it relate to other languages in the curriculum?
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Compulsory secondary education (students aged 13 to 16) provides general education courses and options for students who want to follow a vocational career pathway and, at the end of the course students are awarded a Secondary School Certificate & Profile (SSC&P). Following compulsory education students can choose to follow either a general or a vocational post-secondary pathway (ages 16 to 18).

The Maltese and English languages are core subjects throughout the 11 years of compulsory education (ages 5-16). In addition, the study of a minimum of one other foreign language is considered important for geographic, cultural and economic reasons, including tourism and Malta's diverse population. In compulsory secondary education (ages 13-16), language education focuses on Maltese, English and a foreign language of the student's choice.

Students in senior secondary education preparing for the Matriculation Certificate (required for entry to tertiary education) must study one language, selected from Arabic, English, French, German, Greek, Italian, Latin, Maltese, Russian, and Spanish. (This language may or may not be studied at advanced level.)

In compulsory secondary education (to age 16), teaching and learning is guided by the [National Curriculum Framework](#) (NCF); in post-compulsory senior secondary education it is guided by the examination syllabuses for the Matriculation Certificate.

The NCF attaches great importance to the teaching and learning of languages. It places Maltese, alongside English, mathematics, science and technology as key skills, backed by a robust acquisition of digital literacy skills. Languages are the first of the defined Learning Areas and communication in languages is described as ‘the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form’. Although the same competences are prescribed for both Maltese and English, since one of the main intended outcomes of education is for young people to be able to acquire a sense of Maltese identity, the teaching of Maltese language and literature is specifically aimed at developing such a sense of identity. By contrast, English cultural identity is less important and the main aim of teaching the English language in schools is to ‘provide access to near-universal knowledge and culture’ i.e. as the gateway to learning in other subjects.

The teaching and learning of the mother tongue (generally Maltese) at secondary level strengthens the learners’ sense of identity and conceptual development. The teaching and learning of the second language (generally English) at secondary level, reinforces the acquisition of an important international language of communication. ([National Curriculum Framework](#), page 60)

The Matriculation Certificate is based on the International Baccalaureate model that maintains that students develop into more mature individuals if their studies cover both the humanities and the sciences. In the Matriculation Certificate qualification, subjects are divided into four groups and students must choose one subject from each of Groups 1, 2, and 3 and any other two subjects. Group 1 includes 10 languages, including Maltese and English, from which students must select one.

4. Frameworks/ benchmarks in place	What, if any, recognised framework or benchmarks are used in support of the teaching and learning of the Maltese language in the upper secondary curriculum (e.g. the Common European Framework of Reference for languages, CEFR)?
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It appears that there is a lack of specificity (Council of Europe, 2015) about the expected levels of language learning in Malta and there have been calls for the [Learning Outcomes Framework](#) (LOF), which is linked to the National Curriculum Framework (NCF) (to age 16), to provide transparent and realisable learning objectives for languages linked to the Common European Framework of Reference for languages (CEFR).

For migrant students, however, from 2024-25, the Learning Outcomes Framework for the [National Policy for the Teaching of Maltese as a Foreign Language](#) is being aligned to the CEFR. In addition, it is expected that the initial proficiency in Maltese of migrant students is determined with reference to the CEFR, and migrant teachers teaching in Malta are expected to be informed about the level of Maltese required from them with reference to the CEFR.

5. Curriculum content	What are students learning in the Maltese language curriculum (overview of the main features/strands of the curriculum specification for the Maltese language; time allocation)? Does curriculum content reflect a recognised framework for language learning?
<p>The National Curriculum Framework (NCF) establishes the knowledge, skills, competencies, attitudes and values that a learner is expected to have at the end of the Early Years Cycle (Year 2, age 7); the end of the Junior Years Cycle (Year 6, age 11); and at the end of the Secondary Years Cycle (Year 11, age 16). By the end of the Secondary Years Cycle, the intended outcomes are that young people:</p> <ul style="list-style-type: none"> • are able to communicate effectively in at least three languages including Maltese and English • appreciate and respect the Maltese culture and heritage • take pride in the Maltese identity, heritage and language while recognising and respecting others within a Mediterranean, European and globalised context. <p>The NCF sets out that communication in languages is the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form, and that this linguistic fluency and competence is expected in both the mother tongue (L1) and the second language (L2), which in the Maltese context generally refer to Maltese and English respectively. The four language skills for Maltese and English are listening, speaking, reading and writing.</p> <p>Learning Maltese, English and other languages aims to enable learners to develop an awareness of the nature of language and language learning, of literature and literature learning, as well as widening their personal, social and cultural understanding.</p> <p>The NCF states also that, for both Maltese and English, exposure to language learning is to be interpreted in the broader sense and therefore to incorporate both language and literature with at least a minimum of half the lessons being devoted to the development of the different language skills.</p> <p>The NCF recommends that at least 30 per cent of time during the secondary years cycle is dedicated to the teaching of languages. In state secondary schools, the weekly timetable consists of 40 lessons and in Years 9, 10 and 11 (ages 13-16), there are more weekly lessons in English than there are in Maltese.</p>	

6. Assessment	<p>How is the Maltese language assessed (e.g. internal and external assessment? what is the balance? external only? Do any benchmarks reflect a recognised framework for language learning)?</p>
<p>Secondary Education Certificate, age 16</p> <p>At the end of compulsory education (age 16), students are awarded a Secondary School Certificate and Profile, where all types of formal and non-formal learning that takes place during the secondary years is accredited. The main aim of this document is to validate and document learning in order to give a holistic picture of the individual student's development over time. Pupils can also take the <u>Secondary Education Certificate</u> (SEC) qualifications. These are intended as an external form of certification for the subjects studied at school. They are high-stakes external examinations, as passes in the core subjects form part of the prerequisites for access to most post-secondary institutions. In the case of Maltese, language and literature lead to one SEC examination; in English, language and literature lead to two different SEC examinations. The examinations are administered by the Matriculation and Secondary Education Certificate (MATSEC) Examinations Board.</p> <p>The examinations and assessments set at SEC level also reflect the rationale of the NCF and the Learning Outcomes Framework.</p> <p>Matriculation Certificate, age 18</p> <p>Students take the Matriculation Certificate examinations in six subjects from various areas. The choice of subjects includes a language, a humanities or a business subject, a mathematics or a science subject, and any other two subjects. The sixth subject is Systems of Knowledge, which is compulsory. Two of the chosen subjects must be at advanced level and three at intermediate level. Students do not have to take either Maltese or English as the language option for the Matriculation Certificate.</p> <p>The <u>English</u> advanced matriculation examination includes three written papers, covering literature (papers one and two) and language and linguistics (paper 3), plus an oral examination. The <u>Maltese</u> advanced matriculation examination is of a similar format.</p> <p>(<u>Systems of Knowledge</u> is an interdisciplinary course divided into four modules: democratic values and responsible and active citizenship; culture, art and aesthetic values in western civilisation; the environment and sustainable development; scientific values and technology. It is assessed via an external examination which covers all four modules and an internally assessed student project.)</p>	

7. Enabling factors	<p>What are the enabling factors for the teaching and learning of the Maltese language in upper secondary education (e.g. what materials and resources support the teaching and learning of Maltese; what are the key features of Maltese language pedagogy; how is the teaching of the Maltese language encouraged and incentivised)?</p>
<p>The National Curriculum Framework is based on a pedagogy that is student-centred, inquiry-based, supports students to become autonomous learners, is integrated with the cross-curricular themes (literacy, digital literacy, learning to learn and co-operative learning, Education for Sustainable Development, Education for Entrepreneurship, creativity and innovation, Education for Diversity), and is supported by an e-learning based approach.</p> <p>The Educators' Guide for Pedagogy and Assessment on the Learning Outcomes Framework for Maltese, in addition to describing the learning outcomes from Year 3 to Year 11 (ages 7-16) (setting out what students are expected to know, understand, or be able to do as a result of the learning process), also includes guidance on assessment and pedagogy. Recommended pedagogies for the teaching and learning of Maltese include, for example, that:</p> <ul style="list-style-type: none"> • students should be supported to collaborate, and learn together and from each other interactively • teaching and learning should include activities that are enjoyable and interesting to students to help them learn the language through their preferred learning style • teaching and learning makes use of IT, project-based learning, individual, paired or group activities • teaching and learning exposes students to different forms of work exercises that help them explore various aspects of the language, and to authentic language by means of videos and information technology in the classroom. <p>The Maltese government makes some literacy resources available for teachers in support of the teaching and learning of English and Maltese.</p>	

3.5 Native languages in the curriculum: Frisian in the Netherlands

Frisian in the Netherlands	
1. Context and rationale	What is the context and rationale for the teaching and learning of Frisian in upper secondary education (14+) (legal status of the language; rights and responsibilities in terms of education)?
<p>Dutch is the official language in the Netherlands. In addition, since 1970, the government has acknowledged its responsibility to promote and protect the Frisian language, and this is considered as the formal recognition of Frisian as the second official language of the Netherlands.</p> <p>The Frisian language is recognised as the second official language in the province of Fryslân only (one of the 12 provinces in the Netherlands). Here, citizens have the right to use their own language (Dutch or Frisian), as regulated in the Use of the Frisian Language Act. Frisian is also recognised as a minority language in the European Charter for Regional or Minority Languages (ECRML) (signed by the Dutch Government in 1992; came into force in 1998). In 2005, the Dutch government also recognised the Frisians as a national minority by means of the ratification of the Framework Convention for the Protection of National Minorities and, in 2018, 61 per cent of the population of Fryslân reported that Frisian was their first language. The Frisian language is widely used in informal domains and mainly in oral use within families and associations, in social and public life, and the media.</p> <p>The Use of the Frisian Language Act 2014 states that the official languages in the province of Fryslân are both Dutch and Frisian. The law aims to guarantee and safeguard the use and equal position of the Frisian and Dutch languages and regulates the use of the Frisian language in public administration and the legal system. It permits the use of the language in the education system.</p> <p>In 2018, 61% of the population of Fryslân reported that Frisian was their first language (Mercator, 2023b) and, in a 2019 survey, almost all residents of the province self-reported that they understand the language (93.3 per cent). 84.1 per cent reported that they understand the language well to very well, and 64.1 per cent said they speak Frisian well or very well (the last two percentages were down on the previous, 2015, survey). In the 2019 survey, 15.9 per cent of respondents also indicated that they could write Frisian well to very well (Council of Europe, 2021). The survey authors conclude that the proportion of Frisians able to read and write the language has increased slightly over the past 12 years, and that the proportion able to understand and speak Frisian has remained stable.</p>	
2. Aims and objectives	What are the aims and objectives for the teaching and learning of Frisian in upper secondary education (14+)?
<p>There is a general aim, from central government and the province of Fryslân, for more Frisians to be able to read and write Frisian by 2030.</p> <p>The province and the central government have signed the 2019-2023 administrative agreement on the Frisian language and culture. This includes the aim of ensuring that no Frisians are illiterate in their own language by 2030 and are able to read and/or write their language as well as they speak and understand it.</p>	

With regard to increasing the number of people in Fryslân who can write, read and speak Frisian, the focus for native speakers is on reading and writing, and for second- or third-language speakers the focus is on their ability to understand and speak the language. The specific goal is to increase by 10 per cent the number of native speakers who can read and write Frisian well, and to increase by 10 per cent the number of second- and third-language speakers who can understand and speak Frisian well.

The administrative agreement also sets out a commitment to ensure that Frisian language teaching is continually available from preschool through to higher education.

In addition, the Frisian Language Plan 2030 (*Taalplan Frysk 2030*) sets out aims to improve the teaching and learning of the Frisian language at school in the Frisian language area (i.e. the province of Fryslân with the exception of five municipalities). The key targets are that, by 2030:

- All primary and secondary schools offer the full set of attainment targets for Frisian.
- All secondary schools offer the possibility to choose Frisian as an exam subject.

The administrative agreement and the Frisian language plan also aim to ensure that:

- In addition to offering Frisian as a subject in the lower grades/years of secondary education, it is also offered in accordance with the scope provided for in legislation, that is, in all years and at all levels of secondary education. This is with a view to ensuring a continuous learning trajectory and continuity between secondary and higher education.
- All secondary vocational schools include Frisian in their curriculum, and the number of secondary vocational courses which include Frisian as a subject (optional or otherwise) is increased during the term of the administrative agreement. This is because a command of the Frisian language can have added value for Fryslân's future employees.

The target to ensure that all primary and secondary schools offer the full set of attainment targets in Frisian has been set with a view to phasing out (full or partial) exemptions for schools from providing these (at present, despite the legal framework, many primary and secondary schools do not currently offer classes to reach all Frisian attainment targets). (Attainment targets specify the standards of knowledge, understanding and skills that students are expected to attain.)

Offering the full set of attainment targets for Frisian by 2030 aims to ensure a rise in the number of hours of teaching of, and in, Frisian in primary schools, and in the number of secondary schools that offer Frisian. It is further intended that, by 2030, all schools in the Frisian language area are offering Frisian at an adequate level (A profile), i.e. not focusing exclusively on the oral use of Frisian. To be awarded the A profile described, schools must offer attainment targets for Frisian that focus on attitude, listening and reading comprehension, reading and speaking skills, language awareness and writing skills.

3. Place of the native language	What is the place of the Frisian language in the upper secondary curriculum? How is Frisian incorporated in the upper secondary curriculum, and how does it relate to other languages in the curriculum?
	<p>Frisian is a compulsory subject in primary education in the province of Fryslân and in the lower grades/year groups of secondary education.</p> <p>Frisian can be offered as a specific subject in primary and secondary schools, or it may be the medium for teaching (in some classes) in trilingual schools (Frisian, Dutch, English). In 2012, 409 primary schools [out of 492] included Frisian as a subject and 50 were trilingual schools. 55 secondary schools (out of 66) included Frisian as a subject and 3 were trilingual schools.</p> <p>In senior secondary education, including pre-vocational secondary education, Frisian has been permitted as an optional subject since 1948, and as an optional exam subject since 1970. It may currently be studied as a second language or as an optional course in the senior secondary curriculum (HAVO and VWO pathways) for example. (HAVO pathways prepare senior secondary pupils for higher professional education; VWO pathways prepare them for university.)</p> <p>Although Frisian became a compulsory subject in the lower grades of secondary education in 1993, its position as a subject remains marginal due to the limited time investment in the lower secondary grades and, by consequence, the low numbers of exam candidates for Frisian. The 2030 target for all secondary schools to offer students the possibility of choosing Frisian as an exam subject has been introduced as a result.</p>
4. Frameworks/benchmarks in place	What, if any, recognised framework or benchmarks are used in support of the teaching and learning of Frisian in the upper secondary curriculum (e.g. the Common European Framework of Reference for languages, CEFR)?
	<p>Attainment targets are set by law for all school subjects in the lower grades of secondary education and, for Frisian, these are defined in line with the levels of the Common European Framework of Reference for languages (CEFR). The CEFR has been translated into Frisian and adapted to the educational situation and practices in Fryslân, where Frisian is a language and a subject in the multilingual school environment. (Attainment targets specify the standards of knowledge, understanding and skills that students are required to attain.)</p> <p>In addition, as part of project GRIP (2014-2016) a series of tests was developed, including the 'Frisia' test. This was developed with reference to the 'Anglia' test and is related to the A1-A2-B1 levels (basic user-independent user) of the CEFR. The test is focused on language knowledge: the lexicon, morphology and syntax, and the results showed that students receiving sufficient and adequate lessons in Frisian score at the level of B1-plus at the age of 14/15 years, which is in line with the expectations of their peers in other languages.</p>

5. Curriculum content	<p>What are students learning in the Frisian language curriculum (overview of the main features/strands of the curriculum specification for the Frisian language; time allocation)? Does curriculum content reflect a recognised framework for language learning?</p>
	<p>Under the Administrative Agreement on the Frisian Language and Culture 2019-2023, the aim is for the province of Fryslân to be a multilingual province by 2030, with schools that include Frisian as a subject in their curricula as a matter of course. It is also intended that Frisian will be a natural language of communication and instruction in schools, which is used in schools not because Frisian education is mandatory, but because the benefits of education in Frisian are appreciated in practice.</p> <p>Curricula in the Netherlands are set out as a series of attainment targets – specifying the standards of knowledge, understanding and skills that students are expected to attain in a given subject. The Administrative Agreement has established the target that all primary and secondary schools in the province of Fryslân should offer the full set of attainment targets in Frisian by 2030 (currently many schools apply for exemptions). It is also intended that all schools in the Frisian language area will offer Frisian at an adequate (A profile) level, i.e. not focusing exclusively on the oral use of Frisian. To be awarded the A profile described, schools must offer attainment targets for Frisian that focus on attitude, listening and reading comprehension, reading and speaking skills, language awareness and writing skills.</p> <p>In secondary education, students follow one of three pathways: pre-vocational secondary education (VMBO), senior general secondary education (HAVO) or pre-university education (VWO), leading to the VMBO, HAVO and VWO examinations (and on to secondary vocational education (MBO), higher professional education (HBO) or university education). In the lower years of secondary school (ages 12-15), students follow a broad curriculum, but choose one of four subject combinations, profiles or sectors in the upper years of VMBO, HAVO and VWO pathways (15+).</p> <p>In the lower years of secondary education (ages 12-15), schools are expected to allocate at least two thirds of teaching hours to the 58 attainment targets for this phase of education. (The school translates these targets into subjects, projects, areas of learning, and combinations of all three, or into competence-based teaching, for example.) During this phase, students following HAVO (general secondary education) and VWO (pre-university) pathways in the province of Fryslân are expected to study Frisian.</p>

6. Assessment	<p>How is the Frisian language assessed (e.g. internal and external assessment? what is the balance? external only? Do any benchmarks reflect a recognised framework for language learning)?</p>
<p>Under the Administrative Agreement on the Frisian Language and Culture 2019-2023, there is a commitment to ensuring there are good opportunities for assessment and evaluation of the Frisian language. This includes continuing the GRIP pupil monitoring system, developed under the previous Administrative Agreement. GRIP is a standardised, method-independent assessment and pupil monitoring system which includes the 'Frisia' test, developed with reference to the 'Anglia' test and related to the A1-A2-B1 (basic user-independent user) levels of the Common European Framework of Reference for languages (CEFR). The test is focused on language knowledge: the lexicon, morphology and syntax. It allows secondary schools to monitor students' language development using various tools, and is an integral part of the Searje 36 online Frisian teaching platform (see Section 7.).</p> <p>In secondary education, students follow one of three pathways: pre-vocational secondary education (VMBO), senior general secondary education (HAVO) or pre-university education (VWO), leading to the VMBO, HAVO and VWO examinations (and on to secondary vocational education (MBO), higher professional education (HBO) or university education). In the lower years of secondary school (ages 12-15), they follow a broad curriculum, but choose one of four subject combinations, profiles or sectors in the upper years of VMBO, HAVO and VWO pathways (age 15+). The examinations include a national written examination at the end of the school year, and internal school examinations (oral, practical or written) set when schools determine. SLO – the Netherlands Institute for Curriculum Development – provides guidelines for the school examinations for Frisian for the HAVO and VWO qualifications (these are in Dutch).</p>	
7. Enabling factors	<p>What are the enabling factors for the teaching and learning of the Frisian language in upper secondary education (e.g. what materials and resources support the teaching and learning of Frisian; what are the key features of Frisian language pedagogy; how is the teaching of the Frisian language encouraged and incentivised)?</p>
<p>In recent years, the Frisian language has had increasing institutional leverage on its side. The administration of the province of Fryslân has made promoting the Frisian language a priority and has established institutional frameworks to do so. A number of initiatives regarding the promotion of Frisian are carried out through Afûk, for example, an institution set up for this specific purpose. Afûk provides mandatory lessons in Frisian for all new immigrants to the province, and also publishes magazines, computer games and books in Frisian. It has also been responsible for the Praat mar Frysk campaign, an awareness raising campaign aimed at stimulating the use of Frisian by new Frisian speakers using social media, and has developed several online learning programmes with financial support from the Fryslân provincial authority. Searje 36, for example, was developed to teach Frisian in secondary schools. There is also a small but active Frisian literary scene, which supports the</p>	

publication of books in Frisian, ranging from new works of fiction to translated classics such as Alice in Wonderland.

The Searje 36 online teaching materials are used in many schools, but continuous consideration is being given to the need for a broader variety of physical and digital materials, innovation and differentiation. Schools are free to choose an alternative to Searje 36, and teachers of Frisian may soon be in a position to use the national platform on which they share material they have developed themselves to share Frisian resources. In 2019, the Inspectorate of Education concluded that schools have gained access to better teaching material in recent years, and that teaching material has been developed that allows differences in students' skills to be taken into account.

Concerns in the Frisian language field about the number of students taking Frisian as part of their school leaving examinations have also led to the launch of a [campaign](#) to inspire secondary school pupils to take final exams in Frisian, the goal being that 25 per cent of pupils will do so by 2024.

The central Ministry of Education, Culture and Science provides a budget for materials for the preservation of Frisian. This is intended for the purchase of teaching materials for Frisian by schools in the province of Fryslân. The province determines how the funding is distributed. There are also plans to explore the scope for making this funding available for secondary vocational education (MBO).

In October 2020, the Fryslân provincial authority announced that at least 17 secondary schools and secondary vocational schools (MBOs) in the province had taught more hours of Frisian in the 2019/2020 academic year than the year before. These schools had used a grant scheme set up by the provincial authority for the purpose, which enabled secondary schools to appoint Frisian teachers, for example.

Pedagogy

The [Administrative Agreement on the Frisian Language and Culture 2019-2023](#) highlights that the acquisition and development of a language does not focus simply on the language itself but should also focus on the context in which the language is used and develops. This means giving consideration to the role of language in cultural expression (music and drama), nature and landscape, heritage and history, and means that teaching Frisian language and culture requires a broad educational approach. This might include challenging children to work on contemporary expressions of culture both within and outside school, using locations relevant to the nature and landscape and the heritage and history of Fryslân, and will require educational innovation in terms of both content and organisation.

The Administrative Agreement also suggests that the teaching and learning of Frisian should be set within a multilingual context to give Frisian students competencies and skills that are important in the globalising world, and that encouraging students to actively use Frisian is a key element of this multilingual context.

In support, the Administrative Agreement sets out that central government and the province will continue to ensure that there is a suitable basic infrastructure for Frisian as a subject, e.g. by:

- making sufficient good-quality teaching materials available
- giving schools and teachers access to educational support

- ensuring there are sufficient training opportunities (including in-service training) for teachers
- ensuring there are good opportunities for assessment and evaluation
- ensuring the Inspectorate of Education monitors the standard of Frisian language teaching and encourages schools to consolidate the position of Frisian where necessary.

Teachers

The Inspectorate of Education, and organisations involved with Frisian, have indicated that the lack of suitable teachers is the greatest challenge for Frisian. In secondary schools, Frisian is currently too small a subject, which means that many have only one Frisian teacher and in the event of illness, for example, lessons are therefore cancelled. The Inspectorate has advised school boards to take on more qualified teachers. The Ministry of Education, Culture and Science has suggested that Frisian teachers serving more than one school might be a possible solution.

To tackle the specific shortage of Frisian teachers in primary and secondary schools, the provincial authority has been aiming to attract more students to train as Frisian teachers. It has, for example, launched a pilot project allowing students to graduate with teaching qualifications in both Dutch and Frisian, offered new Frisian courses for teachers, and made a wide range of in-service training and support for teachers available, much of it free of charge.

The Administrative Agreement (2019-2023) acknowledges that it is not currently clear what conditions apply to teaching qualifications in Frisian, how they are defined, and which authorities have competence. Work is ongoing in this area and the province is exploring the inclusion of a Frisian teaching qualification in the Register of Teachers.

3.6 Native languages in the curriculum: Māori in New Zealand

Māori in New Zealand	
1. Context and rationale	What is the context and rationale for the teaching and learning of Māori in upper secondary education (14+) (legal status of the language; rights and responsibilities in terms of education)?
	<p>The 1987 Māori Language Act (now replaced) recognised Māori as an official language in New Zealand and, in 1989, the Education Act (now replaced) officially recognised Māori-medium/Māori immersion schools as educational institutions. In addition to providing for the establishment and operation of Māori-medium schools, the Education Act states that all schools should take all reasonable steps to make instruction available in Māori customs and te reo Māori (the Māori language).</p> <p>In schools, the Māori language is taught to a highly diverse group of students in many different contexts. This includes Māori students who are taking the opportunity to reclaim their heritage language and culture, and non-Māori beginning their journey into Māori whose learning of the language aims to strengthen the bicultural and bilingual fabric of New Zealand.</p> <p>As at 1 July 2023, there were 25,824 students enrolled in Māori-medium education, representing 3.1 per cent of the total school population; a 0.12 percentage point increase compared to July 2022. Of the 25,824 students involved in Māori-medium education, 95.8 per cent identify as Māori.¹⁹</p> <p>General Social Survey (GSS) data collected between April and August 2021 showed that 30 per cent of New Zealanders aged 15 and over were able to speak more than a few words of phrases of te reo Māori (the Māori language), compared with 24 per cent in 2018. The proportion of people able to speak te reo Māori at least fairly well also increased, from 6.1 percent in 2018 to 7.9 percent in 2021. Almost a quarter (23 per cent) of Māori said they spoke te reo Māori as one of their first languages, up from 17 per cent in 2018, and Māori were also significantly more likely than other ethnicities to speak te reo Māori well, with 34 per cent able to speak te reo Māori at least fairly well, compared with the 7.9 per cent for the total population.²⁰</p>
2. Aims and objectives	What are the aims and objectives for the teaching and learning of the Māori language in upper secondary education (14+)?
	<p>Māori language in education is a priority for the New Zealand government with a view to:</p> <ul style="list-style-type: none">• contributing towards the active protection of the language• developing the cognitive, cultural and identity benefits that come from bilingualism (Māori and English) – both for individuals and for New Zealand as a whole• supporting the achievement of Māori-medium learners• positively influencing well-being by a clear sense of identity and exposure to language and culture.

¹⁹ [Māori language in schooling | Education Counts](#)

²⁰ [Te reo Māori proficiency and support continues to grow | Stats NZ](#)

The government has established a commitment to ensure that all New Zealanders have an opportunity to learn and speak Māori: 'Audacious Goal 2: By 2040, one million New Zealanders (or more) will have the ability and confidence to talk about at least basic things in te reo Māori' (the Māori language). Māori is regarded as the key to understanding the Māori world, as it lays the foundation of communicative skills and cultural knowledge to enable students to be bilingual and bicultural with an appreciation and consideration of a Māori worldview.

The [Māori language in education strategy](#) (*Tau Mai Te Reo*) supports the vision to grow the number of New Zealanders with Māori language skills and to grow the environment where conversing in the Māori language in every day contexts is a social norm. It also supports the vision to grow the Māori language through education and to grow education through the Māori language.

The strategy sets the ambition that the education system will provide depth and breadth of Māori language in education, and specifically that:

- All learners will be able to develop some level of Māori language skills to support the national identity, while learners in Māori-medium education will be able to develop very high levels of Māori language proficiency and use as they undertake their teaching and learning through the Māori language.
- More learners will participate in all levels of Māori language in education.
- Learners in Māori language in education will increase their proficiency and use of the Māori language.
- Learners in Māori language in education will achieve excellent education outcomes.

Goals include that education services will:

- support learners to value, acquire and use Māori language words, phrases and other forms that are used on a regular basis in New Zealand society
- provide Māori language to support learners to develop the ability and confidence to talk about a range of things in the Māori language
- ensure learners can access Māori-medium education services in order to develop high levels of Māori language proficiency and use, with the aim that, by 2040, 150,000 Māori aged 15 years and over will use the Māori language at least as much as English.

The [curriculum guidelines](#) for the teaching and learning of Māori in English-medium schools (see Section 3.) state that, in addition to the cultural, social, cognitive, linguistic, economic and personal benefits for students that come from learning another language, there are specific advantages for New Zealand students in learning the Māori language. These include that learning Māori gives them access to the Māori world and Māori world views, and that the insights students gain as they learn the language will enrich and broaden their understanding of the uniqueness and complexity of Māori culture.

In line with the government's commitment to ensuring that all New Zealanders have an opportunity to learn and speak Māori, there is a strong emphasis on the acquisition and improvement of oral language competence in the Māori language subject area.

3. Place of the native language	What is the place of the Māori language in the upper secondary curriculum? How is the Māori language incorporated in the upper secondary curriculum, and how does it relate to other languages in the curriculum?
<p>The New Zealand Curriculum acknowledges the bicultural foundations of New Zealand by providing opportunities for all students to acquire knowledge of the Māori language. The teaching and learning of Māori is available as:</p> <ul style="list-style-type: none"> • Māori-medium education, where students are taught all or some curriculum subjects in Māori for at least 51 per cent of the time (Māori language immersion levels 1-2) • Māori language in English-medium education, where students learn Māori as a language subject, or are taught curriculum subjects in the Māori language for up to 50 per cent of the time (Māori language immersion levels 3-5). <p>Many learners transition in and out of these pathways throughout their education, and student participation rates in Māori-medium secondary education are at around five per cent.</p> <p>There is also a ‘no Māori language in education’ pathway, in which students learn at most simple words, greetings or songs in Māori (Māori language immersion level 6), or receive no Māori language learning of any kind.</p> <p>The Māori language immersion levels are:</p> <ul style="list-style-type: none"> • Level 1: 81-100 per cent: Curriculum is taught in Māori for more than 20 and up to 25 hours a week • Level 2: 51-80 per cent: Curriculum is taught in Māori for more than 12.5 and up to 20 hours a week • Level 3: 31-50 per cent: Curriculum is taught in Māori for more than 7.5 and up to 12.5 hours a week • Level 4(a) 12-30 per cent: Curriculum is taught in Māori for more than 3 and up to 7.5 hours a week • Level 4(b) At least 3 hours: Students are learning <i>Te Reo Māori</i> as a separate subject for at least 3 hours a week • Level 5 Less than 3 hours: Students are learning <i>Te Reo Māori</i> as a separate subject for less than 3 hours a week • Level 6 <i>Taha Māori</i>: Students learn Māori songs, greetings, and simple words. <p>The pathways are offered in various school types, including:</p> <ul style="list-style-type: none"> • Māori-medium schools, in which all students are recorded as enrolled in Māori-medium education. • Schools with Māori-medium education, where some students do Māori-medium education and the rest do no Māori language in education. • Mixed Māori language in education schools, where all students are either involved in Māori-medium education or Māori language in English-medium education. 	

- Schools with mixed Māori language in education, where some students do Māori-medium education, some do Māori language in English-medium education and some do no Māori language in education.

As at [1 July 2023](#):

- 3.1 per cent of the total school population were enrolled in Māori-medium education (of which 95.8 per cent identified as Māori).
- 28.5 per cent of the total school population were involved in Māori language in English-medium education (of these, 33.2 per cent identified as Māori).
- 68.4 per cent of the total school population were not enrolled in Māori language in education.

Māori in the curriculum

There are separate overarching English- and Māori-medium [curriculum documents](#) in New Zealand. The (English-medium) New Zealand Curriculum is in the process of being refreshed, and *Te Marautanga o Aotearoa* (the Māori-medium curriculum) is being redesigned. Revised and refreshed maths, English and Māori language curricula will be implemented in 2025. The remaining revised learning areas will be implemented in 2027.

There are also specific [curriculum guidelines](#) for the teaching and learning of Māori in English-medium schools. The guidelines for the teaching and learning of Māori in Māori-medium education are set out in the Māori-medium curriculum framework document ([Te Marautanga o Aotearoa Whakapākehātanga 2017](#)) which also sets out the objective that, in addition to achieving their Māori language potential, learners achieve their linguistic potential through being competent in at least Māori and English.

Maori in the NCEA

Learning from both the New Zealand Curriculum and the Māori-medium curriculum contributes towards the National Certificate of Educational Achievement (NCEA), the senior secondary qualification. The successful achievement of credits in literacy – in English or in Māori in Māori-medium education – is a requirement for successful completion of the NCEA. (New [standards](#) are being introduced from 2024, which are set against a benchmark from either the English-medium or Māori-medium curriculum.)

4. Frameworks/benchmarks in place	What, if any, recognised framework or benchmarks are used in support of the teaching and learning of the Māori language in the upper secondary curriculum (e.g. the Common European Framework of Reference for languages, CEFR)?
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There are National Certificate of Educational Achievement (NCEA) standards for the Māori language in English-medium education, and in Māori-medium education. These standards for the achievement of credits in the Māori language for the NCEA are mapped against the achievement objectives in the curriculum guidelines for the teaching and learning of Māori. The standards relate to Levels 1–3 of the National Qualifications Framework in New Zealand and to Levels 6–8 of the New Zealand Curriculum (the eight levels of achievement of the New Zealand Curriculum framework aim to provide a

framework for progression and allow continuity of language learning from year to year, to age 18/19). The standards/levels do not relate to an external, recognised framework or benchmarks for the teaching of languages.

5. Curriculum content	What are students learning in the Māori language curriculum (overview of the main features/strands of the curriculum specification for the Māori language; time allocation)? Does curriculum content reflect a recognised framework for language learning?
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The teaching of the Māori language in the English-medium curriculum at the upper secondary level (Levels 6-8 of the New Zealand Curriculum), leading towards the National Certificate of Educational Achievement (NCEA), is based on four ‘big ideas’. These serve as a foundation for learning and assessment and, in combination, are intended to provide an avenue for learners to reach a level of excellence.

The five main, interrelated language skills necessary for effective communication (listening, speaking, reading, writing, and cultural awareness) relate to the four big ideas, and are reflected in the curriculum for the Māori language. The big ideas are:

1. Language accuracy: the significant learning within this big idea is language features that focus on structures and correct application of vocabulary and punctuation, which are all encompassed by grammar that ensures quality communication.
2. Language fluency: the significant learning within this big idea includes aspects of pronunciation, stress, intonation and the rhythm of the language, with an aim to be fluid and fluent. It also involves a wide range of phrases and strategies for organising ideas for communication.
3. Cultural integrity of the language: relates to aspects of Māori worldview that reflect the way Māori perceive their environment, such as practising customs and upholding values and expressing ideas to maintain cultural integrity of the language.
4. Language vitality: involves progressive thinking about the sustainability of the language into the future, through engaging in critical analysis of language change and the implementation of language revitalisation strategies to ensure the language continues to thrive throughout the upcoming generations.

The aim is to provide students with a foundation of communicative skills and cultural knowledge, which will develop confidence through strong self-identity that will enable them to engage in quality bilingual/bicultural relationships with others, and to support further learning and promote the normalisation of the Māori language.

The curriculum for the Māori language at this level also aims to develop key competencies in communicative skills in a variety of contexts; self-managing skills and strategies; creative and critical thinking and metacognitive processes; in strengthening own identity to create and nurture relationships with others and the environment; and in becoming culturally confident and competent to participate in and contribute to Māori language and culture revitalisation within communities.

The [learning matrix](#) for the Māori language in the English-medium curriculum at the upper secondary level (Levels 6-8 of the New Zealand Curriculum) sets out the achievement standards for the four big ideas of the Māori language curriculum at each of Levels 6, 7 and 8 of the curriculum (usually expected to be achieved by students in Years 10-13, ages 14-18). These serve as a foundation for learning and assessment and, in combination, are intended to provide an avenue for learners to reach a level of excellence. There is a similar [matrix](#) for learners following the Māori-medium curriculum.

6. Assessment	How is the Māori language assessed (e.g. internal and external assessment? what is the balance? external only? Do any benchmarks reflect a recognised framework for language learning)?
<p>In senior secondary education, learning from both the New Zealand Curriculum and the Māori-medium curriculum contributes towards the senior secondary leaving qualification – the National Certificate of Educational Achievement (NCEA). The successful achievement of credits in literacy – in English or Māori for Māori-medium education – is a requirement for successful completion of the NCEA. New standards (for the achievement/recognition of credits) are being introduced from 2024, which are set against a benchmark from either the English-medium or Māori-medium curriculum.</p> <p>The NCEA standards for the achievement of credits in the Māori language in English-medium education, and in Māori-medium education, are mapped against the achievement objectives in the curriculum guidelines for the teaching and learning of Māori. The standards relate to Levels 1–3 of the National Qualifications Framework in New Zealand and to Levels 6–8 of the New Zealand Curriculum (the eight levels of achievement of the New Zealand Curriculum framework aim to provide a framework for progression and allow continuity of language learning from year to year, to age 18/19). The standards/levels do not relate to an external, recognised framework or benchmarks for the teaching of languages.</p> <p>Assessment is a combination of internal and external assessment against the achievement standards. For the Level 3 NCEA in the Māori language, for example (Level 8 of the New Zealand Curriculum framework), usually taken on completion of senior secondary education at around age 18, there are external examinations for two of the achievement standards (91652 and 91653). Assessment for standard 91652 (to know the Māori language for the global world) is an assessment in paper or digital format which requires students to read and respond to a written text in the Māori language that relates to local, national or global themes. Questions are in the Māori language and in English and can be answered in either language, and the assessment counts 6 credits towards the (80-credit) NCEA. Assessment for standard 91653 (the international Māori language) (also counting 6 credits) requires students to write an essay of at least 400 words on a topic covering local, national or global themes across different text types. The assessment must be written in the Māori language.</p>	

7. Enabling factors	<p>What are the enabling factors for the teaching and learning of the Māori language in upper secondary education (e.g. what materials and resources support the teaching and learning of the Māori language; what are the key features of Māori language pedagogy; how is the teaching of the Māori language encouraged and incentivised)?</p>
<p>In support of the ambition set out in the Māori language in education strategy – that all learners develop some level of Māori language skills, and learners in Māori-medium education develop very high levels of Māori language proficiency and use, the Ministry of Education and education sector agencies have committed to:</p> <ul style="list-style-type: none"> • work with agencies to promote Māori Language Week and other signature events • require that education services are taking all reasonable steps to make instruction available in the Māori language, and provide clear directions to education services about expectations for the provision of Māori language • develop and promote models of Māori language plans that can be used by education services • grow the supply of Māori language in education teachers e.g. through scholarships and awards for Māori language teachers, and through provision for a promotion campaign • provide the Māori Immersion Teaching Allowance to recognise the additional skills and responsibilities required for the education workforce working in Māori-medium settings, and develop a Māori-medium education workforce strategy and an overall education workforce strategy • make Māori language teaching and learning resources available to education services and learners through an online portal for resources published by the Ministry of Education and other government agencies, and fund resource development at local and national levels • continue to provide Māori Language Programme Funding for schools that deliver Māori-medium education, and review Māori language funding in schools • investigate opportunities to establish a Centre of Excellence for Māori-medium education • investigate opportunities to strengthen connections between Māori language in education curricula and Māori language use in family and community settings to support intergenerational language transmission. <p>Pedagogy</p> <p>The curriculum guidelines for the teaching and learning of Māori in English-medium schools include characteristics of effective teaching and learning which include some recommended pedagogies, for example:</p> <ul style="list-style-type: none"> • Teaching is based on building strong relationships with students' family and community, and on carefully sequenced tasks that provide multiple opportunities for learning and enable students to make links between new learning and prior knowledge and experiences. • Tasks are social: students have opportunities to work in small groups as they practise and experiment with new and learned language in both authentic and role-playing contexts, and have 	

opportunities to work in pairs and individually as they prepare for, practise and reflect on their learning. At times they engage in activities specifically tailored to their individual needs.

- Students engage with a range of language learning resources that are geared to their particular needs and interests. Increasingly, these include resources using electronic technologies.
- Teachers provide constructive feedback clearly related to learning outcomes that have been shared with students, and prompt and question students in ways that encourage them to reflect actively on their own thinking and learning processes.
- Teaching is communicative and meaningful: it enables students to engage in meaningful communication in the target language and provides authentic contexts in which students can encounter and practise the various aspects of successful communication. Meaningful communication requires the Māori language to be used as much as possible in the learning environment; requires the use of interactive, learner-centred tasks; includes non-verbal aspects of communication; enables students to develop a range of different language learning strategies; and presents language in a way that encourages students to look for patterns and rules.

The guidelines also recommend the use of intercultural communicative language teaching and learning (iCLT) and task-based learning:

- iCTL: integrates language and culture from the beginning; engages learners in genuine social interaction; encourages and develops an exploratory and reflective approach to culture and culture-in-language; fosters explicit comparisons and connections between languages and cultures; acknowledges and responds appropriately to diverse learners and learning contexts; and emphasises intercultural communicative competence rather than native-speaker competence. To support teachers to take cultural considerations into account, the curriculum guidelines suggest possible socio-cultural themes at each of the eight curriculum levels.
- Task-based learning: requires students to focus primarily on meaning; has some kind of gap that students can close by communicating; requires students to construct their own productive language (language output) rather than only to manipulate language that the teacher provides (language input); and has a clearly defined outcome (other than producing “correct” language).

3.7 Native languages in the curriculum: the Basque language in Spain

The Basque language (Euskara/Euskeria) in Spain	
1. Context and rationale	What is the context and rationale for the teaching and learning of the Basque language in upper secondary education (14+) (legal status of the language; rights and responsibilities in terms of education)?
<p>While (Castilian) Spanish is the official state language in Spain, Basque (Euskera or Euskara) is one of five languages with official status as a regional and/or minority language (along with Catalan, Valencian, Galician and Occitan). Spanish co-exists with these languages in some Autonomous Communities* and shares with them the status of official language. In such instances, the co-official languages are also languages of schooling. At the end of basic education (age 16), all students are expected to achieve full and equivalent proficiency in Spanish and, in Autonomous Communities with a co-official language, in the co-official language.</p> <p>The 1978 Spanish constitution declared that Spaniards must know Spanish but added that each regional community could declare its local language official. As a result, the Autonomous Community of the Basque Country and that of Navarra declared Basque to be an official language (in 1979 and 1982 respectively). Basque is consequently a co-official language in the Basque Country and in some Basque areas of the Autonomous Community of Navarra. In the Basque Country, the proportion of Basque speakers is one in four; in Navarra, it is one in ten. Basque has been marginally present in education for a long time, but the 1978 constitution and subsequent legislation have provided the opportunity for a considerable expansion in the use of the Basque language in education in the Basque Country Autonomous Community in particular.</p> <p>In Autonomous Communities where there is a recognised co-official language, the educational authorities are required to guarantee the right of students to be taught in Spanish and in the co-official language. In the Basque Country, the law on the normalisation of the use of Basque (1982) recognised the right of all students to be taught either in Basque or Spanish, with a view to moving towards bilingualism in the educational system. It established the right for students or their parents to choose the medium of instruction, and set out that school students must receive language classes in the official language not used as the medium of instruction (i.e. if the medium of instruction is Spanish, Basque must also be provided and vice-versa).</p> <p>In 2021, 62.4 per cent of the population aged 2 and over in the Basque Country (1,349,808 people) had some knowledge of Basque. These were 936,812 Basque speakers, i.e. people who understand and speak Basque well, and 412,996 quasi-Basque speakers, with an average or good level of understanding, but difficulty speaking.²¹</p>	
<hr/> <p>²¹ Press releases: In 2021, 62.4% of people residing in the Basque Country had some knowledge of Basque (eustat.eus)</p>	

* Spain is made up of 17 Autonomous Communities and the Autonomous Cities of Ceuta and Melilla. The Spanish Government, through the central Ministry of Education, is responsible (among others) for the general organisation of the Spanish education system, the basic aspects of the curriculum, and the regulation of qualifications. The Autonomous Communities have responsibility for managing the education system in their own territory and for the definition of the curriculum for their territorial area of competence, on the basis of the basic aspects of the curriculum established by the central Ministry for the whole country.

2. Aims and objectives	What are the aims and objectives for the teaching and learning of the Basque language in upper secondary education (14+)?
The learning of the co-official language, such as Basque in the Basque Country and Navarra, is one of the <u>general objectives</u> for compulsory secondary education and for senior secondary education.	
	<p>General objective for students at the end of compulsory secondary education, age 16: To be able to understand and correctly produce complex texts and messages, both orally and written, in the Spanish language, and, where applicable, in the co-official language of the Autonomous Community, and take first steps towards an awareness, reading and study of literature.</p>
	<p>General objective for senior secondary <i>bachillerato</i> education (study towards the <i>bachiller</i> qualification to enable access to higher education), age 18/19: To master the Spanish language, both orally and written, and, if applicable, the co-official language of the Autonomous Community.</p>
	<p>In the Autonomous Community of the Basque Country, in addition to the aim of ensuring, through the teaching of the Basque language and Spanish that students are proficient in both by the time they leave school (age 16), there is also a desire to protect and preserve the Basque language.</p>
	<p>Plurilingualism and the study of languages in general is also regarded as particularly important for the world of work and for day-to-day life.</p>
3. Place of the native language	What is the place of the Basque language in the upper secondary curriculum? How is the Basque language incorporated in the upper secondary curriculum, and how does it relate to other languages in the curriculum?
	<p>The central Ministry of Education and Vocational Training (MEFP) establishes the basic curriculum for the whole of Spain. This is the compulsory minimum teaching requirement throughout the country in terms of objectives, competences, content and assessment criteria and the aim is to ensure a common core education for all students. This minimum core curriculum makes up 50 per cent of the school timetable in Autonomous Communities with a co-official language, such as the Basque Country.</p>
	<p>In those Autonomous Communities which have more than one official language, the study of the co-official language is compulsory in compulsory secondary education (to age 16) and at senior</p>

secondary level for those students following *bachillerato* courses. However, to achieve the *bachiller* qualification (to enable entry to higher education), students may be excused from the assessment of the co-official language and literature subjects if this is set out in regional regulations.

In vocational upper secondary education, in those Autonomous Communities which have more than one official language, the study of the co-official language is compulsory.

There are three main pathways for the teaching of the Basque language:

- Model A: Spanish is the working language/teaching medium and Basque is taught as a specific subject. (Example language objectives: understand Basque well; be prepared to give basic explanations in Basque on everyday matters; strengthen positive attitudes towards Basque; prepare students for participation in the Basque environment.)
- Model B: Teaching is half in Basque and half in Spanish in the Basque Country; Basque is more predominant in Navarra but Spanish is also used. Both languages are the teaching medium and a subject. The model is intended as the way for children from Spanish speaking homes to achieve a firmer command of Basque. (Example language objectives: acquire the competence to perform in Basque and to secure a high level of comprehension; prepare students to carry out further studies in Basque.)
- Model D: Basque is the teaching medium. Spanish is taught as a subject. This model is designed primarily for students from Basque-speaking homes. (Example language objectives: strengthen competence in Basque, enriching language skills and converting Basque into an instrument of communication for conversation and teaching; strengthen the community of Basque-speaking students to stand up to the pressures of the Spanish-speaking environment; obtain a satisfactory knowledge of Spanish.)

There is also a Model X in the Basque Country where Spanish is the teaching medium and there is no presence of Basque. Although this is not an official model, it is marginally present. There is a similar Model G in Navarra (Spanish as the teaching medium and no presence of Basque); this model is numerically dominant in the Autonomous Community of Navarra where Basque is a co-official language in some areas only.

Individual schools may offer more than one of the above models.

In the [2010/11](#) academic year, 17 per cent of school students overall were following Model A pathways; 22 per cent Model B; and 60 per cent Model D. In the senior secondary *bachillerato* phase, 44 per cent of students were following Model A pathways, with Basque taught as a specific subject, while 54 per cent were on Basque-medium Model D pathways. In vocational upper secondary education, Model A was most in demand, followed by 74 per cent of students.

By [2021/22](#), 56,585 students (15 per cent) were following Model A pathways; 64,294 (17 per cent) were following Model B pathways; and 256,442 were on Model D pathways (68 per cent).

4. Frameworks/ benchmarks in place	<p>What, if any, recognised framework or benchmarks are used in support of the teaching and learning of the Basque language in the upper secondary curriculum (e.g. the Common European Framework of Reference for languages, CEFR)?</p>
	<p>Teachers must have the certificate of language competence in Basque (<i>Euskararen Gaitasun Agiria</i>, EGA) (or equivalent) to teach Basque or in Basque in both state and private schools. This is based on level C1 (proficient user) of the Common European Framework of Reference for languages, CEFR.</p>
5. Curriculum content	<p>What are students learning in the Basque language curriculum (overview of the main features/strands of the curriculum specification for the Basque language; time allocation)? Does curriculum content reflect a recognised framework for language learning?</p>
	<p>See Section 3. Above.</p>
6. Assessment	<p>How is the Basque language assessed (e.g. internal and external assessment? what is the balance? external only? Do any benchmarks reflect a recognised framework for language learning)?</p>
	<p>Assessment for students in senior secondary <i>bachillerato</i> education is internal and continuous, and individual subject teachers determine, at the end of the course, whether each student has achieved the objectives and reached the appropriate level of acquisition of the required skills. Students may sit an extraordinary exam for the subjects they have not passed.</p> <p>In those Autonomous Communities which have more than one official language, students may be excused from the assessment of the co-official language and literature subjects, as established by their regional regulations.</p> <p>Secondary school students may also take the EGA (<i>Euskararen Gaitasun Agiria</i>) Basque language competence examination, which is based on level C1 (proficient user) of the Common European Framework of Reference for languages, CEFR.</p> <p>Results indicate that Model D, where Basque is the teaching medium, is generally more efficient than Model B (teaching partly in Basque, partly in Spanish), which in turn is more efficient than Model A (teaching in Spanish, with Basque as a subject), in securing satisfactory levels of achievement in the Basque language.</p>

7. Enabling factors	<p>What are the enabling factors for the teaching and learning of the Basque language in upper secondary education (e.g. what materials and resources support the teaching and learning of the Basque language; what are the key features of Basque language pedagogy; how is the teaching of the Basque language encouraged and incentivised)?</p>
<p>In the Basque Country Autonomous Community, the decree of bilingualism, published in July 1983, provided the legal basis for the introduction of the three main models of Basque language education described in Section 3. In support, the regional government provided subsidies for the production of school materials in Basque; established minimum language requirements to teach Basque or in Basque; and supported the retraining of teachers to be able to teach in Basque.</p> <p>The regional government promoted materials production in support of the teaching and learning of the Basque language in a number of ways, e.g. by supporting terminological development; giving grants to groups of teachers to write materials; subsidising the production costs of school textbooks and other printed materials, audio and audio-visual materials, educational software and CD-ROMs; controlling the quality of the Basque language in materials produced; and cataloguing resources and awarding prizes for outstanding materials. Their prime justification for this financial support lay in the principle of equality of opportunity: a Basque-medium education should not be a greater financial burden to parents who have to purchase learning materials, than a Spanish-medium one.</p> <p>School materials subsidised in 2004 included 269 books or other printed materials such as workbooks or wallcharts, 30 videos, 10 audio tapes, 5 software programmes, 18 multimedia CD-roms, and 15 awards for learning materials to be made available via the internet. 52 grants were also made to groups of teachers preparing materials. The total sum awarded was approaching 1.9 million Euros.</p> <p>Following the decree of bilingualism, there was also a focus on ensuring an adequate supply of suitably qualified teachers. Initial teacher training was restructured to ensure that at least some of those training within the Basque Country Autonomous Community were competent to teach in Basque, and there was a reliance on in-service language retraining in Basque for practising teachers, whether native speakers or not. The regional government supported this retraining through paid release and payment of enrolment fees for teachers, and by covering the costs of substitute supply teachers in whole (public sector) or part (private sector: at least 80 per cent).</p> <p>There is also a 'programme to promote the Basquisation of the school atmosphere'. Its activities include/have included:</p> <ul style="list-style-type: none"> • providing grants to schools to promote Basque theatre, choral singing, and the performance of sung verse in the traditional style • providing grants to promote the use of Basque in non-academic activities, at play-time, in school corridors, over the loudspeaker system, at the beginning and end of the school day, etc. • supporting visits by authors to schools • supporting the use of Basque language feature films in teaching activities 	

- supporting exchanges between schools from different sociolinguistic areas aimed at increasing the use of Basque among pupils
- providing opportunities for students to meet well-known Basque authors, after working on their texts
- supporting annual prize contests for prose, poetry and elocution with substantial prizes
- providing bilingual signage for state schools, including standardisation of vocabulary.

The Basque Country Autonomous Community government largely leaves decisions on pedagogical issues to individual schools but, in terms of overarching pedagogy for teaching and learning for the senior secondary *bachillerato*, the central Spanish Ministry of Education and Vocational Training (MEFP) sets out certain methodological principles that must guide teaching practice, e.g.:

- Learning must foster students' abilities to learn independently, work in teams and apply appropriate research methods.
- Learning should integrate the different curricular elements of the different subjects through meaningful and relevant tasks and activities, and enable students to learn to solve problems in a creative and cooperative way, reinforcing self-esteem, autonomy, initiative, critical thinking and responsibility.
- Learning should be contextualised.
- Universal Design for Learning should be aligned with learning situations, promoting flexible and accessible pedagogical processes that adjust to the students' needs, characteristics and learning pace.
- Education authorities should promote measures to encourage and develop students' reading and their ability to express themselves properly in public.
- Official languages should be used only as a support in the process of learning foreign languages and, in this process, priority should be given to comprehension, expression and oral interaction.

Individual schools determine the teaching methods in their classrooms based on the above pedagogical principles and taking into account student diversity. Individual schools also decide on curricular materials and teaching resources.

3.8 Native languages in the curriculum: the Welsh language in Wales

The Welsh language (Cymraeg) in Wales	
1. Context and rationale	What is the context and rationale for the teaching and learning of the Welsh language in upper secondary education (14+) (legal status of the language; rights and responsibilities in terms of education)?
<p>Wales is a bilingual nation with a strong ambition to increase the use of the Welsh language (Cymraeg). The Welsh language has official status and the Welsh Language Act 1993 established the principle that the Welsh and English languages should be treated equally in the conduct of public business in Wales.</p> <p>Young people in Wales have the right to an education which encourages them to respect their culture, and the right to learn and use the language of their family. Depending on where in Wales they live, they may have the choice whether to learn in Welsh (in a Welsh-medium school), in English (in an English-medium school) or bilingually (in bilingual/dual-medium provision). Local authorities, which are responsible for most of the schools in Wales, have to have a Welsh in Education plan to ensure that children and young people in Wales can learn through Welsh, and to ensure that Welsh is taught to a high standard.</p> <p>In the 2021 Census, 17.8 per cent of usual residents in Wales aged three years and over reported being able to speak Welsh; a decrease from the 19 per cent in 2011. One of the main factors contributing to the overall decrease in the percentage of people who reported being able to speak Welsh between 2011 and 2021 was the decrease in children and young people aged 3 to 15 years who reported this skill.</p>	
2. Aims and objectives	What are the aims and objectives for the teaching and learning of the Welsh language in upper secondary education (14+)?
<p>School students in Wales learn Welsh in support of the vision for the country to become a fully bilingual nation. This vision is supported by the Cymraeg 2050 strategy which aims to have a million speakers of Welsh/Cymraeg by 2050 (out of a population of 3.1 million)²². The three strategic themes to achieve this vision are 1) increasing the number of Welsh speakers; 2) increasing the use of Welsh; and 3) creating favourable conditions – infrastructure and context.</p> <p>For education, the aims set out in Cymraeg 2050 are to create a statutory system which increases the number of confident Welsh speakers. The targets include to:</p> <ul style="list-style-type: none">• increase the proportion of each school year group receiving Welsh-medium education from 22 per cent (based on 7,700 7-year-old learners in 2015/16) to 30 per cent (about 10,500 in each year group) by 2031, and then 40 per cent (about 14,000 in each year group) by 2050• transform how Welsh is taught to all learners so that, by 2050, at least 70 per cent of learners report that they can speak Welsh by the time they leave school	

²² [Population and household estimates, Wales - Office for National Statistics \(ons.gov.uk\)](#)

- increase the number of primary teachers who can teach in Welsh from 2,900 to 3,900 by 2031 and 5,200 by 2050
- increase the number of secondary teachers who can teach Welsh from 500 to 900 by 2031 and 1,200 by 2050
- increase the number of secondary teachers who can teach through the medium of Welsh from 1,800 to 3,200 by 2031 and 4,200 by 2050
- reform post-16 Welsh-medium and bilingual education to ensure that young people have the opportunity to continue developing bilingual skills to support a prosperous economy.

3. Place of the native language	What is the place of the Welsh language in the upper secondary curriculum? How is the Welsh language incorporated in the upper secondary curriculum, and how does it relate to other languages in the curriculum?
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Curriculum for Wales, ages 3-16

Under the Curriculum for Wales, the study of Welsh is compulsory for all students aged 3-16 whether in Welsh-medium provision, bilingual/dual-medium provision (Welsh and English), or English-medium provision.²³

Welsh-medium immersion education is the principal method for ensuring that children can develop their Welsh language skills, and for creating new speakers. But, given the aim for all learners to have the opportunity to be bilingual, and to reach a million speakers, more learners in English-medium schools need to succeed in acquiring the language.

The Curriculum for Wales, which began to be introduced in September 2022²⁴, includes Welsh under the [Languages, Literacy and Communication](#) area of learning and experience (AoLE). It introduced a single continuum for the teaching of Welsh and requires all schools (Welsh-medium, bilingual, and English-medium) to introduce the language continuum to all learners over time. This is with a view to embedding the acquisition of Welsh language skills across the curriculum. Under this continuum, Welsh is no longer referred to as a second language in English-medium schools.

Languages, Literacy and Communication in the Curriculum for Wales aims to support learning across the whole curriculum and to enable learners to gain knowledge and skills in Welsh, English, international languages and British Sign Language, as well as in literature. It also aims to encourage learners to transfer what they have learned about how languages work in one language to the learning and use of other languages. This multilingual and plurilingual approach is intended to ignite

²³ There is no single legal definition of English-medium schools or Welsh medium-schools in legislation. English-medium settings, schools or streams in the curriculum refers to those settings, schools and streams that teach wholly or mainly through the medium of English. It is intended that schools and streams will be able to correctly identify whether they fall within that definition. See: [Languages, Literacy and Communication: Designing your curriculum - Hwb \(gov.wales\)](#)

²⁴ The curriculum was introduced in nursery settings and primary schools in September 2022; secondary schools had the choice of introducing it in September 2022 or September 2023. Nearly half of secondary schools began its introduction in September 2022. The first cohort to take qualifications associated with the new curriculum will be in 2026/27 (Year 11 students, aged 16). See: [Going live: Rolling out the new curriculum from this September \(senedd.wales\)](#)

learners' curiosity and enthusiasm and provide a firm foundation for a lifelong interest in the languages of Wales and of the world.

[The Welsh language at age 16+](#)

Students approaching the end of compulsory full-time education at age 16 and in post-16/senior secondary education follow programmes of study towards a range of qualifications, intended to offer clear paths of progression.

For 16-year-old students, Qualifications Wales (the regulator of non-degree qualifications) is developing three new [Welsh language qualifications](#):

- GCSE Cymraeg Language and Literature: an integrated language and literature General Certificate of Secondary Education (GCSE) qualification in Welsh, intended for students in Welsh-medium and bilingual education
- GCSE Core Cymraeg: a core Welsh language GCSE intended for learners in English-medium settings (being introduced to replace the Welsh Second Language GCSE)
- a qualification in Additional Core Cymraeg: intended for learners in English-medium settings who are ready to progress further and more quickly in their Welsh language skills. (See also: [Qualified for the Future \(qualificationswales.org\)](#).)

These new qualifications are being introduced, from September 2025, to match the aims of the Curriculum for Wales. Until 2025, students will continue to follow courses for the GCSE in the [Welsh Language](#), the GCSE in [Welsh Literature](#), and the GCSE in [Welsh Second Language](#).

For students aged 17/18 in senior secondary education, there remain separate first and second language qualifications:

- the Advanced Subsidiary (AS) and Advanced Level (A Level) qualification in the [Welsh Language](#)
- the AS/A Levels in [Welsh Second Language](#).

The Advanced Subsidiary (AS) is a standalone qualification, usually taken at around age 17, which also contributes 40 per cent towards the full A Level. A Levels are usually taken at around the age of 18 in schools and are recognised for entry to higher education.

Important note: In addition, to support the ambitions set out in the Cymraeg 2050 strategy and to ensure that, in a bilingual nation, learners can take qualifications in the language of their choice, Qualifications Wales has committed, in its [Choice for All](#) strategy, to increase the range and availability of Welsh-medium qualifications across subject areas.

4. Frameworks/ benchmarks in place	What, if any, recognised framework or benchmarks are used in support of the teaching and learning of the Welsh language in the upper secondary curriculum (e.g. the Common European Framework of Reference for languages, CEFR)?
	<p>Current proposals for a Welsh Language Education Bill include that the linguistic outcome at the heart of the ambition for the education system by 2050 is that all pupils leaving statutory education (age 16) are able to speak Welsh with confidence. The Bill proposals suggest that the aim should be to ensure a level that is synonymous with Level B2 of the Common European Framework of Reference for languages (CEFR) (independent user). It is also the intention to link the expected level to a level on the Welsh language skills continuum.</p>
	<p>There is also a Language Competency Framework for Education Practitioners which measures the linguistic competence of practitioners in the Welsh language, and indicates progress in terms of language skills. The framework is intended to be used as part of initial teacher education and career-long professional learning for practitioners. It is referenced against the CEFR.</p>
5. Curriculum content	
	What are students learning in the Welsh language curriculum (overview of the main features/strands of the curriculum specification for the Welsh language; time allocation)? Does curriculum content reflect a recognised framework for language learning?
<p>Curriculum for Wales, ages 3-16</p> <p>The curriculum emphasises learning Welsh predominantly as a means of communication, particularly oral communication. As with all other areas of learning and experience (AoLEs) of the Curriculum for Wales, the Languages, Literacy and Communication AoLE is set out as 'statements of what matters', 'principles of progression', and 'descriptions of learning' (principles of progression and descriptions of learning are covered under Section 6. on Assessment below).</p> <p>The four statements of what matters for Languages, Literacy and Communication are:</p> <ul style="list-style-type: none"> • Languages connect us. • Understanding languages is key to understanding the world around us. • Expressing ourselves through languages is key to communication. • Literature fires imagination and inspires creativity. <p>The curriculum for all languages taught under the Languages, Literacy and Communication area of learning and experience of the Curriculum for Wales (Welsh, English, international languages and British Sign Language) is organised under these same four top-level statements of what matters.</p> <p>It is intended that the four statements are addressed holistically. This means that different languages should be explored in relation to one another, so too the skills of listening, speaking, reading and writing. It also means that learning about and through literature should be seen as contributing to all</p>	

aspects of learning about languages. The statements are intended to support and complement one another.

[GCSE qualifications, 16-year-olds](#)

At present, 14- to 16-year-old students in Wales follow programmes of study leading to the General Certificate of Secondary Education (GCSE) in the [Welsh Language](#), the GCSE in [Welsh Literature](#), and/or the GCSE in [Welsh Second Language](#).

The GCSE in the Welsh language assesses reading, writing and oracy (speaking and listening) skills; for the Welsh literature GCSE, students must study poetry, prose, drama, and literature as film (visual literature); and for the GCSE in Welsh Second Language, subject content is organised under the four areas – listening, speaking, reading and writing.

[New GCSE qualifications from 2025](#)

New Welsh language GCSE qualifications are being developed to reflect the single continuum for learning Welsh under the Curriculum for Wales, which places particular emphasis on speaking and listening and use of the language in the workplace. The three new qualifications for 16-year-old school students are:

- GCSE Cymraeg Language and Literature: an integrated language and literature GCSE which is intended for students in Welsh-medium and bilingual education. The draft [specification](#) which is out for [consultation](#) is based on four key themes:
 - narrative (includes appreciation of content, themes, plot and character development; appreciation of author style; and written responses)
 - identity (includes appreciation of content, themes, plot and character development; recognition and appreciation of film techniques, and dialogue; and the development of oracy skills)
 - attitudes (includes appreciation of the content and message/theme of poems; recognition and appreciation of poetic forms and styles; personal response; and the presentation and selection of information for an individual presentation/podcast)
 - linguistic connections (includes, e.g. responses to and analysis of a wide variety of written texts; combining and summarising information; writing for different purposes and audiences, and in different forms (literary and non-literary).
- GCSE Core Cymraeg: a core Welsh language GCSE which is intended for learners in English-medium settings and is being introduced to replace the Welsh Second Language GCSE. The draft [specification](#), which is out for consultation, is based on the subject-specific considerations and statements of what matters for Languages, Literacy and Communication of the Curriculum for Wales:
 - understanding the world around us
 - enjoyment of Cymraeg and seeing value for Cymraeg outside the classroom
 - using language associated with interests
 - developing the use of Cymraeg for socialising and the workplace
 - opportunities for learners to hear, see and read material which is rich and diverse in Cymraeg

- the development of linguistic skills in order to use Cymraeg in a confident manner.

The qualification includes four units: two focused on speaking and listening; two focused on reading and writing.

- A qualification in Additional Core Cymraeg: intended for learners in English-medium settings who are ready to progress further and more quickly in their Welsh language skills. The draft [specification](#), also out for consultation, is based on the same considerations as the GCSE Core Cymraeg and includes two units: one focused on speaking and listening; the other on reading and writing.

AS and A Level qualifications, age 17+

In post-16 education, school students follow programmes of study leading towards AS and A Level qualifications. These are available in [Welsh Language](#) (first language) or in [Welsh Second Language](#). (The AS (Advanced Subsidiary) is a standalone qualification, usually taken at around age 17, which also contributes 40 per cent towards the full A Level. A Levels are usually taken at around the age of 18 in schools.)

The Welsh Language (first language) A/AS Level aims to encourage learners to:

- study Welsh with interest, enjoyment and enthusiasm
- communicate correctly and fluently both orally and in writing within a whole range of situations and contexts
- write creatively and factually for a range of purposes
- analyse familiar and unfamiliar texts independently
- listen and respond to the opinions of others when expressing a point of view
- express an independent opinion, based on knowledge and understanding of literary and factual texts
- respond with clarity, in a relevant, confident and structured manner
- contribute with confidence to activities in twenty-first century society.

Students on the Welsh Language (first language) A/AS Level course are expected to develop knowledge and understanding of the structures, grammar and patterns of spoken and written Welsh; the register and appropriateness of language and style in factual and/or analytical extracts relating to the modern world; and the content, format, style and use of language in poetry and prose, and techniques in modern multimedia materials such as theatre, broadcasting and film. They must also develop skills in both oral and written language.

The Welsh Second Language A/AS Level qualification aims to encourage students to:

- study Welsh with interest, enjoyment and enthusiasm
- communicate correctly and fluently both orally and in writing within a wide range of situations and contexts
- write creatively and factually for a range of purposes
- analyse familiar and unfamiliar texts independently
- listen and respond to the opinions of others when expressing a point of view

- express an independent opinion, based on knowledge and understanding of literary and factual texts
- respond in Welsh with clarity, in a relevant, confident and structured manner
- play an appropriate role in a bilingual society at the beginning of the twenty-first century.

Students are expected to show knowledge and understanding of the structures, grammar and patterns of both spoken and written Welsh; the register and appropriateness of language and style in a range of factual texts about the modern world; the content, format and style of media literature and a range of poetry and prose; and of Wales' traditional culture. They must also develop skills in both oral and written language.

Frameworks for language learning

Proposals for a [Welsh Language Education Bill](#) include that the linguistic outcome at the heart of the ambition for the education system by 2050 is that all pupils leaving statutory education (age 16) are able to speak Welsh with confidence. The Bill proposals suggest that the aim should be to ensure a level that is synonymous with Level B2 of the Common European Framework of Reference for languages ([CEFR](#)) (independent user).

6. Assessment	How is the Welsh language assessed (e.g. internal and external assessment? what is the balance? external only? Do any benchmarks reflect a recognised framework for language learning)?
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Curriculum for Wales, ages 3-16

The Languages, Literacy and Communication area of learning and experience in the Curriculum for Wales (which includes Welsh, English, international languages and British Sign Language) is set out as 'statements of what matters', 'principles of progression', and 'descriptions of learning'.

The [principles of progression](#) are developed based on a continuum of progression, starting with little or no language and working towards proficiency. They describe what it means for learners to progress and are designed to be used by practitioners to understand what progression should look like and to develop assessment approaches which seek to understand whether progress is being made.

The principles of progression for Languages, Literacy and Communication are:

- increasing effectiveness as a learner
- increasing breadth and depth of knowledge
- deepening understanding of the ideas and disciplines in the area
- refinement and growing sophistication in the use and application of skills
- making connections and transferring learning into new contexts.

In addition to the principles of progression, and intended to be used alongside them, [descriptions of learning](#) provide guidance on how learners should progress as they move through the continuum of learning. They describe the learning journey in a series of 'Progression Steps' from Progression Step 1 to Progression Step 5. The Progression Steps provide specific reference points of what progression looks like as learners work towards the statements of what matters, and the descriptions of learning

describe learning for a two- to three-year period at each Progression Step. They are not intended to be used as learning outcomes or assessment criteria and the five Progression Steps broadly correspond to expectations at ages 5, 8, 11, 14 and 16.

The descriptions of learning for each of the five Progression Steps are set out for the individual statements of what matters.

For the 'languages connect us' statement of what matters, there is one set of Progression Steps for Welsh and English, as the descriptions of learning for this statement of what matters are common to all learners in all schools and settings in Wales.

For the remaining statements of what matters: 'Understanding languages is key to understanding the world around us'. 'Expressing ourselves through languages is key to communication', and 'Literature fires imagination and inspires creativity', there are a set of Progression Steps for Welsh(-medium)/English and a separate set of Progression Steps for Welsh in English-medium settings, schools or streams.

Some descriptions of learning are the same and appear at the same Progression Step for both Welsh in Welsh-medium and Welsh in English-medium settings, schools and streams, for example, 'I can produce many speech sounds accurately' at Progression Step 1 and 'I can read aloud with expression, paying attention to punctuation' at Progression Step 2. Some descriptions of learning appear at a later Progression Step for learners whose education is primarily through the medium of English. For example, 'I can respond to others' points of view, summarising and evaluating what I have heard, read or seen, structuring arguments and challenging what others say with confidence and sensitivity' appears at Progression Step 4 in Welsh-medium and at Step 5 in English-medium settings, schools and streams.

There are also descriptions of learning which appear only in the descriptions of learning for Welsh-medium settings, schools and streams, for example, 'I can critically evaluate key concepts and the impact of language choices and techniques on the reader or viewer using an assured selection of relevant textual detail', which appears at Progression Step 5. That said, this does not preclude teachers in English-medium settings from using this description of learning and Progression Step with some learners who may be capable of showing progress in the way described. The overarching/underpinning principle is that individual learner needs are addressed by their teachers when planning for progression in Welsh language learning so that the designed curriculum and assessment enables all learners to make progress in their Welsh language learning. To ensure progression, learning needs to build on the Welsh that learners already have.

GCSE qualifications, 16-year-olds

In the current GCSE qualifications in the [Welsh Language](#), [Welsh Literature](#), and [Welsh Second Language](#), assessment is a combination of external examination assessment and internal non-examination assessment.

- For the Welsh language qualification, oracy is assessed through an internally assessed non-examination task (an electronically recorded researched presentation and a group discussion): 30

per cent of the overall mark); reading is assessed through an external examination: 30 per cent of the overall mark; and writing is also assessed through an external examination: 40 per cent of the overall mark.

- For the Welsh literature qualification, 25 per cent of the overall mark comes from each of an external written poetry examination; an external written examination on a set novel; an internally-marked oral examination on visual literature (film); and internally assessed non-examination written tasks.
- For the Welsh second language qualification, 25 per cent of the overall mark comes from each of an internally-assessed oral response to a visual stimulus (non-examination assessment); an internally assessed discussion (non-examination assessment); a written external examination assessing reading and writing focused on narrative, specific and instructional skills; and a written external examination assessing reading and writing, focused on descriptive, creative and imaginative skills.

In the draft new GCSE qualifications for [GCSE Cymraeg Language and Literature](#) and [GCSE Core Cymraeg](#) assessment will also be a combination of external examination assessment and internally assessed non-examination assessment. For the [Additional Core Cymraeg](#) qualification, assessment will be via an external speaking and listening examination via video-conferencing, and an internally assessed task to assess reading and writing.

Assessment for the post-16 AS/A Level qualifications in [Welsh Language](#) (first language) and [Welsh Second Language](#) similarly involves a combination of both internal and external assessment.

7. Enabling factors	What are the enabling factors for the teaching and learning of the Welsh language in upper secondary education (e.g. what materials and resources support the teaching and learning of the Welsh language; what are the key features of Welsh language pedagogy; how is the teaching of the Welsh language encouraged and incentivised)?
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Under the Curriculum for Wales, the Welsh Government has developed a single continuum for the teaching of Welsh (covering Welsh first language, Welsh immersion, and Welsh as a second language), in which the emphasis is predominantly on learning the Welsh language as a means of communication, particularly oral communication. The continuum was introduced in support of the [Cymraeg 2050 strategy](#).

The strategy recognises that, in order to achieve the aim of substantially increasing the number of learners in the statutory education sector who develop Welsh language skills to a standard which will enable them to use the language in their everyday lives, there is a need to develop the skills of the teaching workforce. It sets targets to increase the number of primary teachers who can teach in Welsh; increase the number of secondary teachers who can teach Welsh; and increase the number of secondary teachers who can teach through the medium of Welsh. It also identifies the key enablers for achieving the strategy's aims and objectives as:

- increasing the education workforce able to deliver provision through the medium of Welsh

- improving and increasing the range of resources and qualifications available in Welsh (these qualifications will need to support the emphasis being placed under the Curriculum for Wales and Cymraeg 2050 on speaking and listening and use of the language in the workplace, and will need to recognise and acknowledge the translanguaging skills of bilingual and multilingual learners).

Teachers

In support of Cymraeg 2050, the [Welsh in Education Workforce Plan](#) sets out steps to be taken over a 10-year period to increase the number of teachers and support workers able to work through the medium of Welsh and teach Welsh. The plan also includes actions to support the development of the Welsh language skills and expertise of the existing workforce, and to develop leadership capacity in the Welsh-medium sector and support for leaders to develop Welsh language and culture within their schools.

The Welsh Government also offers free [professional development](#) opportunities for teachers wanting to improve their Welsh, and a [grant](#) to support capacity building of the Welsh-medium and bilingual workforce.

In addition, the Welsh Government runs a [conversion programme](#) for Welsh-medium primary school teachers. With data suggesting that there is currently a surplus of Welsh-medium teachers in the primary sector, the *Cynllun Pontio* programme, introduced in 2020, provides training and support to enable primary teachers to convert to teach in the secondary sector. The scheme has also been expanded to include secondary teachers who have been out of the profession for five years or more and teachers wishing to return to teach in Wales from other countries.

Resources

Under the ‘creating favourable conditions’ theme of the Cymraeg 2050 strategy, digital technology is identified as one of the key enablers to support the use of Welsh in education, the workplace and socially. The strategy also recognises that a wider range of materials is required to support the teaching and learning of Welsh, in particular digital and interactive resources.

A range of resources are freely available via the Languages, Literacy and Communication section of the [Hwb](#) website. This is the Welsh Government’s bilingual digital service for schools, intended to support teaching and learning through the Curriculum for Wales.

Pedagogy

In designing their curriculum, schools are expected to consider the pedagogical approaches they will need to support learners, and curriculum design is expected to consider the 12 [pedagogical principles](#) of the Curriculum for Wales. These are a non-exhaustive set of principles of effective teaching that help enable learners to progress. They state that good teaching and learning:

1. maintains a consistent focus on the overall purposes of the curriculum
2. challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
3. means employing a blend of approaches including direct teaching

4. means employing a blend of approaches including those that promote problem-solving, creative and critical thinking
5. sets tasks and selects resources that build on previous knowledge and experience and engage interest
6. creates authentic contexts for learning
7. means employing assessment for learning principles
8. ranges within and across the areas of learning and experience
9. regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them
10. encourages learners to take increasing responsibility for their own learning
11. supports social and emotional development and positive relationships
12. encourages collaboration.

4. Deep Dive information

4.1 Deep Dive into the study of Welsh native language in senior secondary education, age 16-18: Welsh first language A Level



1. Context

Deep Dive prompt:

How many subjects are studied by A Level students in Wales?

What is the number of hours allocated to the teaching and learning of Welsh native language for those following the Welsh first language A Level?

Most A Level students take three or four A Levels and study in either schools or colleges. The range of subjects offered varies according to geographical location, staff expertise, language medium, provider size, and whether or not there are partnerships with other centres, and between schools and colleges. While most learners are offered an apparently free choice in terms of A Level subjects, their choices are restricted by a number of factors. These include centres often appropriately setting minimum grades for study or requiring learners to study more subjects than they wish.²⁵

A Levels are two-year courses and awarding bodies for the qualifications [suggest](#) an average of 350 hours of study is required to competently cover an A Level syllabus.

The specification for the Welsh first language A Level is divided into six units. Three units (known as AS units) are taken in the first year of the course, and three units (known as A2 units) are taken in the second year.

The unitised specification allows for staged assessment. Assessment opportunities in the summer of year one of the course, following completion of the first three units, can lead to the AS qualification being awarded as a separate qualification at the end of this first year. The remaining three units are assessed in the summer of the second year for the award of the full A Level (A2) qualification on successful completion.

²⁵ [A levels in sixth forms and further education colleges \(gov.wales\)](#)

2. Core components

Deep Dive prompt:

What are the core components of assessment for the Welsh first language A Level?

The Welsh first language A Level is focused on three Assessment Objectives (AOs) across the six AS and A2 units, and the core components of assessment include written assessments (external exams), oral examinations (externally examined), and a non-examination assessment.

AO1: Use of spoken language	<ul style="list-style-type: none">• Speak the language correctly and proficiently adopting a context-appropriate linguistic register.• Listen attentively to others and consider their contributions.• Develop relevant viewpoints and ideas in a balanced manner, summarise and reach fair conclusions.
AO2: Responding to texts	<ul style="list-style-type: none">• Demonstrate knowledge of specific texts and their background, by means of a critical analysis which discusses and evaluates other interpretations.• Appreciate and respond to literary, visual and factual texts coherently by selecting and interpreting relevant material; refer specifically to the original text and justify the reference. <p>In year 2, also, for the full A Level:</p> <ul style="list-style-type: none">• Appreciate and respond personally to previously unseen material.• Collate, compare and evaluate information presented in various media, cross reference from one text to another, summarise and reach balanced conclusions.
AO3: Using written language	<ul style="list-style-type: none">• Write correctly, clearly and proficiently, demonstrating a range of linguistic resources; use knowledge of grammar effectively within various contexts.• Demonstrate awareness of various linguistic registers and make effective use of Welsh in different situations and for different purposes.

Assessment Objective weightings as a whole for the complete two-year A Level course are:

- 11.7% for Use of spoken language
- 50.2% for Responding to texts
- 38.1% for Using written language.

AS Unit 1: Oral Examination. The Film, The Play and Oracy Section A: Film discussion Section B: Play discussion	Approx 45 minutes (for each group of no more than 3 candidates) 15% of the A Level qualification (60 marks)
AS Unit 2: Non-Examination Assessment Section A: Write an extended piece in one of the specified formats Section B: An essay or written speech, suitable for delivery, presenting an opinion or viewpoint	10% of the A Level qualification (40 marks)
AS Unit 3: Written Paper. The Use of Language, and Poetry Section A: A composite question including different types of linguistic exercises Section B: An essay question on 20 th and 21 st century poetry	2 hours 15% of the A Level qualification (65 marks)
A2 Unit 4: Oral Examination. The Novel and Oracy Discuss a novel and establish links with other relevant texts	Approx 45 minutes (for each group of no more than 3 candidates) 20% of the A Level qualification (60 marks)
A2 Unit 5: Written Paper. Medieval Prose and Early and Medieval Poetry Section A: Structured questions on the prescribed text Section B: Structured questions on the prescribed text	2 hours 20% of the A Level qualification (90 marks)
A2 Unit 6. Written Paper. Appreciation of Literature and Welsh Language in Context Section A: Appreciation of prose or poetry not previously studied and making connections with other relevant texts in an essay Section B: Welsh Language in context. Write a piece in a specific format, demonstrating an awareness of the register and the audience appropriate to the task	2 hours 20% of the A Level qualification (80 marks)

All A2 units involve some synoptic assessment – assessing students' understanding of the links between different elements of a subject.

3. Written examinations for the Welsh first language A Level

Number of written papers	<p>There are three written papers in the Welsh first language A Level:</p> <ul style="list-style-type: none"> • AS Unit 3 Written Paper on the Use of Language, and Poetry (year 1) • A2 Unit 5 Written Paper on Medieval Prose and Early and Medieval Poetry (year 2) • A2 Unit 6 Written Paper on Appreciation of Literature and Welsh Language in Context (year 2)
Weighting of marks	<p>AS Unit 3 Written Paper on the Use of Language, and Poetry:</p> <ul style="list-style-type: none"> • 15% of the A Level qualification (65 marks). 6.9% of this 15% weighting is available for marks for Assessment Objective 2 (AO2) Responding to texts and 8.1% for AO3 Using written language. <p>A2 Unit 5 Written Paper on Medieval Prose and Early and Medieval Poetry:</p> <ul style="list-style-type: none"> • 20% of the A Level qualification (90 marks). 13.3% of this 20% weighting is available for marks for AO2 Responding to texts and 6.7% for AO3 Using written language. <p>A2 Unit 6 Written Paper on Appreciation of Literature and Welsh Language in Context:</p> <ul style="list-style-type: none"> • 20% of the A Level qualification (80 marks). 6.7% of this 20% weighting is available for marks for AO2 Responding to texts and 13.3% for AO3 Using written language.
Structure of examination(s)	<p>AS Unit 3 Written Paper on the Use of Language, and Poetry:</p> <ul style="list-style-type: none"> • includes a composite question including different types of linguistic exercises (Section A), and an essay question on 20th and 21st century poetry (Section B). <p>A2 Unit 5 Written Paper on Medieval Prose and Early and Medieval Poetry:</p> <ul style="list-style-type: none"> • includes two sections of structured questions on the prescribed text. <p>A2 Unit 6 Written Paper on Appreciation of Literature and Welsh Language in Context, includes:</p> <ul style="list-style-type: none"> • for Appreciation of Literature, an essay intended to show appreciation of prose or poetry not previously studied and the ability to make connections with other relevant texts (Section A) • for Welsh Language in Context, a written piece, written in a specific format, demonstrating an awareness of the register and the audience appropriate to the task (Section B). <p>The written examinations are paper-based, i.e. not available online.</p>

Student choice of questions	<p>AS Unit 3: Written Paper on the Use of Language, and Poetry:</p> <ul style="list-style-type: none"> Candidates must answer two questions. They must answer all of question 1 – a composite question including different types of linguistic exercises. For question 2, they can select from a given choice of essay titles/topics on which to write an essay which refers to the poetry studied. <p>A2 Unit 5: Written Paper on Medieval Prose and Early and Medieval Poetry:</p> <ul style="list-style-type: none"> Candidates must answer two sections of structured questions (Sections A and B); they have no choice. <p>A2 Unit 6: Written Paper on Appreciation of Literature and Welsh Language in Context:</p> <ul style="list-style-type: none"> Students must respond to Section A (essay) and Section B (produce a written piece) on the topic given for each Section in the exam paper; they have no choice.
Duration of examination(s)	All written examinations are two hours long.
Supports (e.g. curriculum and assessment supports; wider system supports, e.g. government initiatives, funding, CPD, resources etc)	<p>Curriculum and assessment supports</p> <p>In addition to the exam specification, the WJEC examining board/ awarding body publishes:</p> <ul style="list-style-type: none"> sample/illustrative assessment materials for all the A Level units (wjec.co.uk/umbraco/surface/blobstorage/download?nodeId=15239) past papers, mark schemes, and examiners' reports²⁶ a range of digital resources for teachers (e.g. blended learning modules, exam walk throughs and knowledge organisers). <p>The WJEC also provides an Online Exam Review (OER) website, which includes a collection of interactive units bringing together a number of elements including general data, exam questions, marking schemes and examiner comments, to lead teachers through a review of exam questions (WJEC OER Website).</p> <p>The WJEC also offers professional learning sessions (advertised via newsletters) and the support of a subject officer for queries on the specifications.</p> <p>Wider professional development supports</p> <p>Through the Hwb, the Welsh Government website which offers bilingual digital services to support teaching and learning in Wales, the Government provides a range of professional development resources to support the development of the Welsh language in schools and teaching through the medium of Welsh. These include full-time courses, part-time</p>

²⁶ [A/AS Level Welsh Language \(wjec.co.uk\)](#)

blended learning courses, short online courses, and self-study courses; the Welsh language Sabbatical Scheme; and online courses developed by the [National Centre for Learning Welsh](#). All Welsh language professional learning is mapped to the Welsh Language [Competency Framework](#) for Education Practitioners.

In support of the [Welsh in Education Workforce Plan](#) which, over a 10-year period, aims to increase the number of teachers and support workers able to work through the medium of Welsh and teach Welsh, the Welsh Government also offers free [professional development](#) opportunities for teaching practitioners wanting to improve their Welsh, and provides the Welsh-medium education workforce capacity building [grant](#). This can be used, for example, to support teachers working in the English-medium sector to gain experience of working in Welsh-medium secondary schools, and to develop confidence in their Welsh language skills and to teach through the medium of Welsh.

The [Welsh in Education Teacher Retention Bursary](#), and [the Initial Teacher Education Priority Subject Incentive](#) have also been introduced to encourage new and beginning teachers to teach Welsh or through the medium of Welsh.

- Introduced as a pilot scheme in 2023, the Bursary of £5,000 is available to teachers awarded Qualified Teacher Status (QTS) from August 2020 onwards, and who have completed three years of teaching in a Welsh-medium secondary school or middle school. It is also available to teachers who have been teaching through the medium of Welsh in a bilingual secondary or middle school, or who have been teaching Welsh as a subject. The pilot scheme is intended to run until autumn 2028.
- The Initial Teacher Education (ITE) Subject Incentive is grant funding for individual students who are training to teach Welsh. It is an amount of £15,000 paid in three instalments during a student's ITE programme and early career.

In addition, the [Cynllun Pontio](#) programme aims to increase the number of Welsh-medium secondary school teachers by training and supporting the current surplus of Welsh-medium primary school teachers to convert to teach in the secondary sector. The scheme has been expanded to include secondary teachers who have been out of the profession for five years or more and teachers wishing to return to teach in Wales from England and other countries.

Reporting	<p>AS/A Level results are published on a specific date in August (15 August in 2024).</p> <p>Overall reporting: overall grades for the A/AS Level in Welsh first language are recorded as a grade on a scale of A to E (where A²⁷ is high). Results not attaining the minimum standard for the award of a grade are reported as U (unclassified). Results slips also display the qualification grade and mark for the individual unit components.</p> <p>Grades for individual exam units (including for the three written papers for the A/AS Level in Welsh first language) are expressed as a uniform mark on a scale common to all A/AS Level qualifications – the Uniform Mark Scale (UMS). The AS qualification (year 1 of the A Level course) has a total of 200 uniform marks and the A Level (the full two-year course) has a total of 500 uniform marks. The maximum uniform marks for any unit depends on the unit's weighting in the specification.</p>
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4. Oracy skills

Deep Dive prompt:

How are oracy skills developed over the two years of the Welsh first language A Level course in Wales?

In both year 1 and year 2 of the Welsh first language A Level course candidates are expected to demonstrate the ability to speak the language correctly and proficiently using the appropriate register; to listen attentively to others; and to raise questions, develop opinions, interact and form conclusions.

In the second year of the course, candidates are expected to be able to make connections between the different elements of the subject, e.g. theme analysis, appreciating style, using spoken language.

²⁷ A grade A* is awarded to candidates who have achieved a Grade A (400 uniform marks) in the A Level qualification and a minimum of 90% of the total uniform marks for the A2 units (270 uniform marks).

5. Spoken/oral examination

Students' spoken skills in Wales are assessed through oral exams, and texts (including films, plays and novels) form the basis of these exams. As a result, students' marks from the oral exams contribute towards both the 'Use of spoken language' and 'Responding to texts' Assessment Objectives for the A Level.

Structure of oral exam	<p>There is an oral exam for Unit 1 of the AS/A Level Welsh first language course (in year 1) and for Unit 4 of the AS/A Level course (in year 2).</p> <p>The Unit 1 exam is in two parts: a discussion of a specific film, and a discussion of a choice of one of two pieces of drama/ plays.</p> <p>The Unit 4 exam is based on a discussion of one of four novels studied.</p>
Weighting of marks	<p>The mark for the Unit 1 oral exam is 15% of the overall A Level qualification: 5% of this mark is available for Assessment Objective 1 (AO1) Use of spoken language and 10% for AO2 Responding to texts.</p> <p>The mark for the Unit 4 oral exam is 20% of the overall A Level qualification: 6.7% of this mark is available for AO1 Use of spoken language, and 13.3% for AO2 Responding to texts.</p>
External or internal examination	<p>Students are examined by an external examiner in groups of no more than three students. Groups can be selected on the basis of candidate ability or at the examiner's discretion.</p> <p>Where there may be only 1 candidate, he/she will be individually examined by the examiner.</p>
Duration of oral exam	Approximately 45 minutes for a group of three students.
Scheduling of exam	An external examiner visits each centre during the weeks before and after the Easter holidays for the year 1 and year 2 oral exams (Unit 1 and Unit 4). In 2024 the scheduled dates are between 8 April and 10 May.
Supports (e.g. curriculum and assessment supports; wider system supports, e.g. government initiatives, funding, CPD, resources etc)	In addition to the supports highlighted under Section 3. above, the WJEC examining board/awarding body publishes specific guidance for teachers for the Welsh oral assessments. This recommends that students should take a mock exam prior to the examination day.
Reporting	Candidates' marks are determined by the examiner on the basis of the exam evidence. In assessing the candidate's performance in the oral exam, the external examiner uses the exam centre's (school/college's) internal assessment as a guide. All exams are

recorded so that it is possible to relisten to any exam to check the marks.

Overall reporting: overall grades for the A/AS Level in Welsh first language are recorded as a grade on a scale of A to E (where A²⁸ is high). Results not attaining the minimum standard for the award of a grade are reported as U (unclassified). Results slips also display the qualification grade and mark for the individual unit components.

Grades for individual exam units (including for the two oral exams for the A/AS Level in Welsh first language) are expressed as a uniform mark on a scale common to all A/AS Level qualifications – the Uniform Mark Scale (UMS). The AS qualification (year 1 of the A Level course) has a total of 200 uniform marks and the A Level (the full two-year course) has a total of 500 uniform marks. The maximum uniform marks for any unit depends on the unit's weighting in the specification.

²⁸ A grade A* is awarded to candidates who have achieved a Grade A (400 uniform marks) in the A Level qualification and a minimum of 90% of the total uniform marks for the A2 units (270 uniform marks).

6. The use of portfolios

In year 1 of the Welsh first language A Level, AS Unit 2 is a Non-Examination Assessment which includes two tasks.

Structure of portfolio	<p>Two written pieces, each of 1000-2000 words:</p> <ul style="list-style-type: none"> an extended piece written in one of the specified formats (short story; the first chapter of a novel; diary; monologue; a series of blogs; portrayal; part of an autobiography; a script based on a short story for the stage, television or radio; an editorial article or essay for a newspaper or magazine; a journalist's report) an essay or written speech suitable for delivery, presenting an opinion or viewpoint. <p>The same subject should not be chosen for the tasks.</p>
Weighting of marks	<p>10% of the A Level qualification (40 marks).</p> <p>This 10% is allocated for Assessment Objective 3 (AO3) Using written language.</p>
Examined internally/externally	<p>Task 2 (an essay or written speech suitable for delivery) is completed under special conditions. These are conditions similar to those of an ordinary exam. Two hours should be allocated and students should be given one week's notice before they undertake the task under special conditions.</p> <p>Both tasks are marked by the student's teacher and moderated by an external moderator assigned to the exam centre (school/college). If there is more than one learning group in a centre, internal moderation must take place to ensure consistent standards across the learning groups.</p>
Supports (e.g. curriculum and assessment supports; wider system supports, e.g. government initiatives, funding, CPD, resources etc)	<p>In addition to the supports highlighted under Section 3. above, an assessment grid is included as part of the qualification specification to assist teachers in marking the tasks for the Non-Examination Assessment.</p>
Reporting	<p>Overall reporting: overall grades for the Welsh first language A Level are recorded as a grade on a scale of A to E (where A²⁹ is high). Results not attaining the minimum standard for the award of a grade are reported as U (unclassified). Results slips also</p>

²⁹ A grade A* is awarded to candidates who have achieved a Grade A (400 uniform marks) in the A Level qualification and a minimum of 90% of the total uniform marks for the A2 units (270 uniform marks).

	<p>display the qualification grade and mark for the individual unit components.</p> <p>Grades for individual exam units (including for the Non-Examination Assessment for the Welsh first language A Level) are expressed as a uniform mark on a scale common to all A/AS Level qualifications – the Uniform Mark Scale (UMS). The AS qualification (year 1 of the A Level course) has a total of 200 uniform marks and the A Level (the full two-year course) has a total of 500 uniform marks. The maximum uniform marks for any unit depends on the unit's weighting in the specification.</p>
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7. The use of texts

Deep Dive prompt:

Do the curriculum documents use the term 'text' and if so, how do they define the term to support the enactment of the specification? How do texts support Welsh language learning and teaching more broadly? (In the Irish context, the term text has a broad meaning, e.g.: poetry, short stories, novels, travel journals, biographies, film, song, drama, multimodal texts etc. Text can also mean a piece of work curated/created by a student, e.g.: essay, debate, personal response, portfolio entry, presentation etc.)

The Welsh first language A Level [specification](#) refers to literary, visual and factual texts including multimedia materials. It includes as texts theatre (drama/plays), broadcasting and film; prose (modern and medieval); poetry (early and medieval, 20th and 21st century); novels; and facts, statistics and notes.

Text can also mean a piece of work created by a student, e.g. an essay; written speech; short story; first chapter of a novel; diary; monologue; series of blogs; portrayal; part of an autobiography; a script based on a short story for the stage, television or radio; an editorial article or essay for a newspaper or magazine; a journalist's report; news items and newspaper reports; press releases; meeting minutes; instructions; and speeches/addresses.

The weighting for Assessment Objective 2 (AO2) of the A Level specification – Responding to texts is 50.2% (compared with 11.7% for AO1 – Use of spoken language, and 38.1% for AO3 – Using written language. AO2 focuses on students:

- demonstrating knowledge of specific texts and their background, by means of a critical analysis which discusses and evaluates other interpretations
- appreciating and responding to literary, visual and factual texts coherently by selecting and interpreting relevant material
- referring specifically to an original text and justifying the reference
- appreciating and responding personally to previously unseen material

- collating, comparing and evaluating information presented in various media
- cross-referencing from one text to another, summarising, and reaching balanced conclusions.

Note on new GCSE qualifications. A new GCSE qualification is being developed for 16-year-old students in Welsh-medium and bilingual education. This is an integrated language and literature qualification, which differs from the currently available GCSEs for pupils in Welsh-medium and bilingual schools which are separate GCSEs in Welsh Language and Welsh Literature. The new integrated language and literature qualification includes narrative fictional prose and visual literature, a range of poems, and a range of non-fiction texts, and the changes aim to support progression to post-16 study where language and literature are already integrated in the Welsh first language A/AS Level qualification. The changes also aim to remove the artificial division between language and literature, and to reflect practice in jurisdictions showing stronger performance than Wales in international surveys of attainment (e.g. PISA reading) where the study of language and literature is combined.

8. The use of technology

Deep Dive prompt:

What is the role of technology in supporting students to develop their native Welsh language skills?

The [Cymraeg 2050 strategy](#) – the strategy aiming for a million speakers of Welsh in Wales by 2050 identifies digital technology as a way of ‘creating favourable conditions’ to support the use of Welsh in education, the workplace and socially. The strategy also recognises that a wider range of materials is required to support the teaching and learning of Welsh, in particular digital and interactive resources, and commits to improving the production and availability of resources that are widely promoted to the relevant audiences.

Online resources support both teachers and students in the teaching, learning and assessment of the Welsh language. For example, the WJEC awarding body for the Welsh first language A Level provides a range of [resources](#) to support the teaching and learning of Welsh. These include:

- [Blended learning resources](#) for specific texts. This interactive self-study content is intended to combine face-to-face teaching and learning with an online learning package that allows students to learn at their own pace.
- A [package of resources](#) to support learners as they prepare for their assessment.

A range of online resources for A/AS Level Welsh first language is also available for teachers and students via the Welsh Government [Hwb](#) website.

4.2 ‘Deep Dive’ into the study of Welsh native language in senior secondary education, age 16-18: Welsh second language A Level

1. Context

Deep Dive prompt:

How many subjects are studied by A Level students in Wales?

What is the number of hours allocated to the teaching and learning of Welsh native language for those following the Welsh second language A Level?

Most A Level students take three or four A Levels and study in either schools or colleges. The range of subjects offered varies according to geographical location, staff expertise, language medium, provider size, and whether or not there are partnerships with other centres, and between schools and colleges. While most learners are offered an apparently free choice in terms of A Level subjects, their choices are restricted by a number of factors. These include centres often appropriately setting minimum grades for study or requiring learners to study more subjects than they wish.³⁰

A Levels are two-year courses and awarding bodies for the qualifications [suggest](#) an average of 350 hours of study is required to competently cover an A Level syllabus.

The specification for the Welsh second language A Level is divided into six units. Three units (known as AS units) are taken in the first year of the course, and three units (known as A2 units) are taken in the second year.

The unitised specification allows for staged assessment. Assessment opportunities in the summer of year one of the course, following completion of the first three units, can lead to the AS qualification being awarded as a separate qualification at the end of this first year. The remaining three units are assessed in the summer of the second year for the award of the full A Level (A2) qualification on successful completion.

2. Core components

Deep Dive prompt:

What are the core components of assessment for the Welsh second language A Level?

Similar to the Welsh first language A Level, the Welsh second language A Level is focused on three Assessment Objectives (AOs) across the six AS and A2 units, and the core components of assessment include written assessments (external exams), oral exams (externally examined), and a non-examination assessment.

³⁰ [A levels in sixth forms and further education colleges \(gov.wales\)](#)

AO1: Use of spoken language	<ul style="list-style-type: none"> • Speak the language correctly and confidently while demonstrating a range of linguistic resources; adopt a context-appropriate linguistic register. • Listen attentively; respond sensibly/intelligently by raising questions and develop relevant viewpoints and ideas in a balanced manner. • Interact, summarise and come to balanced conclusions.
AO2: Responding to texts	<ul style="list-style-type: none"> • Demonstrate knowledge of specific texts and their background, by means of a critical analysis which discusses and evaluates other interpretations. • Appreciate and respond to different literary genres. • Respond coherently to literary, visual and factual subjects, orally and in writing, by selecting and interpreting relevant material. • Refer specifically to the original text and provide justification for the reference. • Translanguaging³¹ by understanding and interpreting the text. <p>In year 2, also, for the full A Level:</p> <ul style="list-style-type: none"> • Collate, compare and evaluate information presented in various media; cross reference other materials; summarise; and come to balanced conclusions.
AO3: Using written language	<ul style="list-style-type: none"> • Write correctly, clearly and proficiently, demonstrating a range of linguistic resources. • Use knowledge of grammar effectively within various contexts. • Demonstrate awareness of various linguistic registers and make effective use of Welsh in different situations and for different purposes.

Assessment Objective weightings as a whole for the complete two-year Welsh second language A Level course are:

- 25% for Use of spoken language
- 25% for Responding to texts
- 45% for Using written language.³²

(These weightings differ from those in the Welsh first language A Level specification.)

³¹ The ability to move fluidly between languages and a pedagogical approach to teaching in which teachers support this ability.

³² These are as stated in the qualification [specification](#) (page 20) and do not total 100%.

<p>AS Unit 1: Oral Examination. Film and Oracy</p> <p>Section A: Discussing a film</p> <p>Section B: Personal response</p>	<p>Section A approximately 20 minutes per group of 3</p> <p>Section B approximately 5 minutes per candidate in a group of 3</p> <p>15% of the A Level qualification (60 marks)</p>
<p>AS Unit 2: Non-Examination Assessment</p> <p>Candidates write three extended pieces; total of between 1500 and 2000 words</p>	<p>10% of the A Level qualification (60 marks)</p>
<p>AS Unit 3: Written Paper. The Use of Language, and Poetry</p> <p>Section A: A composite question including different types of linguistic exercises</p> <p>Section B: Three questions based on the prescribed texts</p>	<p>2 hours</p> <p>15% of the A Level qualification (120 marks)</p>
<p>A2 Unit 4: Oral Examination</p> <p>Section A: Living through the medium of Welsh</p> <p>Section B: Discussing a play</p> <p>Section C: Personal response</p>	<p>Section A and B approximately 30 minutes per group</p> <p>Section C approximately 5 minutes per candidate</p> <p>25% of the A Level qualification (75 marks)</p>
<p>A2 Unit 5: Written Paper. The Welsh language in Society and Translanguaging</p> <p>Section A: The Welsh language in society. Questions based on the prescribed text</p> <p>Section B: Translanguaging – a written response in Welsh to an English-language article</p>	<p>2 hours</p> <p>15% of the A Level qualification (80 marks)</p>
<p>A2 Unit 6: Written Paper. The Use of Language and the Short Story</p> <p>Section A: A composite question which includes different types of linguistic exercises</p> <p>Section B: Two questions based on one of the prescribed texts and one synoptic question which bring together the information, understanding and skills developed in the subject</p>	<p>2 hours</p> <p>20% of the A Level qualification (100 marks)</p>

All A2 units involve some synoptic assessment – assessing students' understanding of the links between different elements of a subject.

3. Written examinations for the Welsh second language A Level

Number of written papers	<p>There are three written papers in the Welsh second language A Level:</p> <ul style="list-style-type: none"> • AS Unit 3 Written Paper on the Use of Language, and Poetry (year 1) • A2 Unit 5 Written Paper on the Welsh Language in Society and Translanguaging (year 2) • A2 Unit 6 Written Paper on the Use of Language and the Short Story (year 2)
Weighting of marks	<p>AS Unit 3 Written Paper on the Use of Language, and Poetry:</p> <ul style="list-style-type: none"> • 15% of the A Level qualification (120 marks). 5% of this 15% weighting is available for marks for Assessment Objective 2 (AO2) Responding to texts and 10% for AO3 Using written language. <p>A2 Unit 5 Written Paper on the Welsh Language in Society and Translanguaging:</p> <ul style="list-style-type: none"> • 15% of the A Level qualification (80 marks). All 15% of this weighting is available for marks for AO3 Using written language. <p>A2 Unit 6 Written Paper on the Use of Language and the Short Story:</p> <ul style="list-style-type: none"> • 20% of the A Level qualification (100 marks). 10% of this 20% weighting is available for marks for AO2 Responding to texts and 10% for AO3 Using written language.
Structure of exam	<p>AS Unit 3 Written Paper on the Use of Language, and Poetry includes two questions:</p> <ul style="list-style-type: none"> • Section A: a composite question containing various types of linguistic exercises. The examiner may set questions such as correcting errors in text/ translating text into Welsh; changing verbs from the first person to the third person/present to past tense/singular to plural; or writing a personal response in a range of forms. • Section B: a question on the set poetry to which candidates are expected to provide a personal response dealing with the content and subject of the poems, the themes and style, and to consider other interpretations. Responses should use an appropriate linguistic register for the purpose and audience. <p>A2 Unit 5 Written Paper on the Welsh Language in Society and Translanguaging includes two questions:</p> <ul style="list-style-type: none"> • Section A: a composite question regarding the Welsh language in society, e.g. relating to the historical context of the Welsh language from the middle of the 20th century to the present day, or to the current situation of the Welsh language.

	<ul style="list-style-type: none"> Section B: a translanguaging question: candidates read material in English and respond to it in written Welsh. They are required to understand and interpret the content and express an opinion on the text that is appropriate to their target audience. The text should not be translated. <p>A2 Unit 6 Written Paper on the Use of Language and the Short Story includes two questions:</p> <ul style="list-style-type: none"> Section A: the Use of Language - a composite question which includes various types of linguistic exercises, e.g. providing a written response to a specific task; or responding to exercises involving changing the tense of a verb/the person of the verb/from plural to singular, choosing the correct verb in a sentence etc. Section B: Short Story - a personal written response to the set texts, discussing content, themes and the author's style, and providing critical analysis using appropriate terminology and in a linguistic register which is appropriate for the purpose and audience. <p>The written exams are paper-based, i.e. not available online.</p>
Student choice of questions	<p>AS Unit 3: Written Paper on the Use of Language, and Poetry:</p> <ul style="list-style-type: none"> Candidates must answer all questions in Sections A and B; they have no choice. <p>A2 Unit 5: Written Paper on the Welsh Language in Society and Translanguaging:</p> <ul style="list-style-type: none"> Candidates must answer all questions in Sections A and B; they have no choice. <p>A2 Unit 6: Written Paper on the Use of Language and the Short Story:</p> <ul style="list-style-type: none"> Candidates must answer all questions in Sections A and B; they have no choice.
Duration of exam(s)	All written exams are two hours long.
Supports (e.g. curriculum and assessment supports; wider system supports, e.g. government initiatives, funding, CPD, resources etc)	<p>Curriculum and assessment supports</p> <p>In addition to the exam specification, the WJEC examining board/ awarding body publishes:</p> <ul style="list-style-type: none"> sample assessment materials for all the A Level units guidance for teaching past papers, mark schemes, and examiners' reports³³ a range of digital resources for teachers (e.g. blended learning modules, exam walk throughs and knowledge organisers).

³³ [AS/A Level Welsh Second Language \(wjec.co.uk\)](#)

The WJEC also provides the Online Exam Review ([OER](#)) website, which includes a collection of interactive units bringing together a number of elements including general data, exam questions, marking schemes and examiner comments, to lead teachers through a review of exam questions ([WJEC OER Website](#)).

The WJEC also offers professional learning sessions (advertised via newsletters) and the support of a subject officer for queries on the specifications.

Wider professional development supports

Through the [Hwb](#), the Welsh Government website which offers bilingual digital services to support teaching and learning in Wales, the Government provides a range of [professional development resources](#) to support the development of the Welsh language in schools and teaching through the medium of Welsh. These include full-time courses, part-time blended learning courses, short online courses, and self-study courses; the Welsh language Sabbatical Scheme; and online courses developed by the [National Centre for Learning Welsh](#). All Welsh language professional learning is mapped to the Welsh Language [Competency Framework](#) for Education Practitioners.

The Hwb also includes a range of teaching resources, including a [resource](#) focused on tackling literature within the A/AS Level Welsh second language specification; the [Introducing Welsh Poets](#) resource, suitable from age 14+ and for A/AS Level Welsh second language; and a [Welsh-medium website](#) for the Welsh second language A/AS Level focused on how best to prepare an appreciation of the film 'Patagonia' for the Unit 1 (year 1) oral examination.

In support of the [Welsh in Education Workforce Plan](#) which, over a 10-year period, aims to increase the number of teachers and support workers able to work through the medium of Welsh and teach Welsh, the Welsh Government also offers free [professional development](#) opportunities for teaching practitioners wanting to improve their Welsh.

The [Welsh in Education Teacher Retention Bursary](#), and the [Initial Teacher Education Priority Subject Incentive](#) have also been introduced to encourage new and beginning teachers to teach Welsh or through the medium of Welsh.

- Introduced as a pilot scheme in 2023, the Bursary of £5,000 is available to teachers awarded Qualified Teacher Status (QTS) from August 2020 onwards, and who have completed three years of teaching in a Welsh-medium secondary school or middle school. It is also available to teachers who have been teaching through the medium of Welsh in a bilingual secondary or middle

	<p>school, or who have been teaching Welsh as a subject. The pilot scheme is intended to run until autumn 2028.</p> <ul style="list-style-type: none"> • The Initial Teacher Education (ITE) Subject Incentive is grant funding for individual students who are training to teach Welsh. It is an amount of £15,000 paid in three instalments during a student's ITE programme and early career.
Reporting	<p>AS/A Level results are published on a specific date in August (15 August in 2024).</p> <p>Overall reporting: overall grades for the A/AS Level in Welsh second language are recorded as a grade on a scale of A to E (where A is high). Results not attaining the minimum standard for the award of a grade are reported as U (unclassified). Results slips also display the qualification grade and mark for the individual unit components.</p> <p>Grades for individual exam units (including the three written papers for the A/AS Level in Welsh second language) are expressed as a uniform mark on a scale common to all A/AS Level qualifications – the Uniform Mark Scale (UMS). The AS qualification (year 1 of the A Level course) has a total of 200 uniform marks and the A Level (the full two-year course) has a total of 500 uniform marks. The maximum uniform marks for any unit depends on the unit's weighting in the specification.</p>

4. Oracy skills

Deep Dive prompt:

How are oracy skills developed over the two years of the Welsh second language A/AS Level course in Wales?

Oracy skills in both years of the Welsh second language A/AS level focus on students' abilities to listen attentively to others, raise questions, develop opinions, interact and form conclusions, and to speak Welsh correctly and proficiently using an appropriate register for the purpose and audience.

The Use of spoken language Assessment Objective (AO1) identifies the key skills as:

- speaking the language correctly and confidently, while demonstrating a range of linguistic resources and adopting a context-appropriate linguistic register
- listening attentively and responding sensibly/intelligently by raising questions and developing relevant viewpoints and ideas in a balanced manner
- interacting, summarising and coming to balanced conclusions.

This Assessment Objective (AO1) is tested in both year 1 and year 2 of the course. In year 2, synoptic assessment requires students to respond to questions on specific themes which feature prominently in the various texts studied during the whole of the course, requiring them to apply their knowledge and understanding of the connections between the various texts contained in the specification.

5. Spoken/oral examination

Students' spoken skills in Wales are assessed through oral exams, and texts (including films, plays and novels) form the basis of these exams. As a result, students' marks from the oral exams contribute towards both the 'Use of spoken language' and 'Responding to texts' Assessment Objectives for the A Level.

Structure of oral exam	<p>There is an oral exam for Unit 1 of the AS/A Level Welsh second language course (in year 1), and for Unit 4 of the course (in year 2).</p> <p>The Unit 1 exam on Film and Oracy is in two parts:</p> <ul style="list-style-type: none">• Section A is a group discussion of the set film (in pairs/ groups of three), e.g. on the characters, themes, certain scenes, the producer's aims, the use of music/sound, the student's response to the film, etc.• In Section B, individual candidates discuss the Non-Examination Assessment - the work they produced for Unit 2 of the AS/A Level course (see Section 6.). They respond to questions on elements such as the content, subject, reasons for choosing the subject etc. <p>The Unit 4 exam on Drama and Oracy is in three parts:</p> <ul style="list-style-type: none">• Section A is a group discussion (in pairs/groups of three) on Living Through the Medium of Welsh, in which candidates discuss some of the themes they have dealt with regularly during the course, e.g. the Welsh language in society; the Welsh language on social media; Welsh language films etc.• Section B is a group discussion of the set play in which the examiner may ask questions on e.g. characters, scenes, dramatist aims, themes, students' opinions of the play etc., and in which students are expected to make appropriate use of citations and terminology for literary criticism.• In Section C (synoptic assessment), the examiner asks individual students to respond to questions on specific themes which feature prominently in the various texts studied during the whole of the course, e.g. family, relationships, communication etc.
Weighting of marks	<p>The mark for the Unit 1 oral exam is 15% of the overall Welsh second language A Level: 10% of this mark is available for Assessment Objective 1 (AO1) Use of spoken language and 5% for AO2 Responding to texts.</p> <p>The mark for the Unit 4 oral exam is 25% of the overall Welsh second language A Level: 20% of this mark is available for AO1 Use of spoken language, and 5% for AO2 Responding to texts.</p>
External or internal examination	Students are examined by an external examiner in pairs or groups of no more than three students. Groups can be selected on the basis of candidate ability or at the examiner's discretion. Students are examined in pairs/groups for Section A; individually for Section B

	(where they discuss their Non-Examination Assessment.) (Where there may be only one candidate, he/she is individually examined by the examiner for both Sections A and B.)
Duration of oral exam	<p>The Unit 1 oral exam on Film and Oracy lasts approximately 35 minutes in total for a group of three students - Section A lasts around 20 minutes for the group; Section B is 5 minutes per student.</p> <p>The Unit 4 oral exam on Drama and Oracy lasts approximately 45 minutes in total for a group of three students - Sections A and B last around 30 minutes for the group; Section C is 5 minutes per student.</p>
Scheduling of exam	An external examiner visits each exam centre (school/college) in the summer term for the year 1 and year 2 oral examinations (Unit 1 and Unit 4). In 2024, the scheduled dates are between 8 April and 10 May.
Supports (e.g. curriculum and assessment supports; wider system supports, e.g. government initiatives, funding, CPD, resources etc)	In addition to the supports highlighted under Section 3. above, the WJEC examining board/awarding body publishes specific guidance for teachers for the oral A Level exams for Welsh second language.
Reporting	<p>In assessing the candidate's performance in the oral exam, the external examiner uses the exam centre's (school/college's) internal assessment as a guide, but only the examiner has the right to determine the candidate's final marks.</p> <p>Overall reporting: overall grades for the Welsh second language A/AS Level are recorded as a grade on a scale of A to E (where A is high). Results not attaining the minimum standard for the award of a grade are reported as U (unclassified). Results slips also display the qualification grade and mark for the individual unit components.</p> <p>Grades for individual exam units (including for the two oral exams for the Welsh second language A/AS Level) are expressed as a uniform mark on a scale common to all A/AS Level qualifications – the Uniform Mark Scale (UMS). The AS qualification (year 1 of the A Level course) has a total of 200 uniform marks and the A Level (the full two-year course) has a total of 500 uniform marks. The maximum uniform marks for any unit depends on the unit's weighting in the specification.</p>

6. The use of portfolios

In year 1 of the Welsh second language A/AS Level, AS Unit 2 is a Non-Examination Assessment. This is focused on one task in which the candidate is required to produce a package on one of six topics:

- a specific area of Wales
- a social issue
- a cultural issue
- a vocational issue
- an historical subject
- a political issue.

The chosen subject may be of local or national interest, and traditional or contemporary in nature.

Structure of portfolio	<p>The package must include three extended pieces written in three separate formats, selected from:</p> <ul style="list-style-type: none">• a report/article• a portrait• a story• a conversation/interview• a letter• a blog• a diary. <p>The whole package (of three pieces) should contain between 1500 and 2000 words.</p>
Weighting of marks	<p>The Non-Examination Assessment counts for 10% of the Welsh second language A Level qualification (60 marks). This 10% is allocated for Assessment Objective 3 (AO3) Using written language.</p>
Examined internally/externally	<p>One of the three extended pieces should be completed as a task under special conditions. These are conditions similar to those of an ordinary exam. This written piece of 400-600 words should be completed within two hours in the classroom, and candidates should be given one week's notice before they undertake the task under special conditions. The use of dictionaries or appropriate materials, e.g. short bullet points including statistics, facts, examples and relevant quotations, is permitted to complete the task.</p> <p>Candidates may work on the rest of the package in the classroom and/or at home.</p> <p>The task is marked by the student's teacher and moderated by an external moderator assigned to the exam centre (school/college). If there is more than one learning group in a centre, internal moderation must take place to ensure consistent standards across the learning groups.</p>

Supports (e.g. curriculum and assessment supports; wider system supports, e.g. government initiatives, funding, CPD, resources etc)	In addition to the supports highlighted under Section 3. above, an assessment grid is included as part of the qualification specification to assist teachers in marking the tasks for the Non-Examination Assessment.
Reporting	Overall reporting: overall grades for the Welsh second language A/AS Level are recorded as a grade on a scale of A to E (where A is high). Results not attaining the minimum standard for the award of a grade are reported as U (unclassified). Results slips also display the qualification grade and mark for the individual unit components. Grades for individual units (including for the Non-Examination Assessment for the Welsh second language A/AS) are expressed as a uniform mark on a scale common to all A/AS Level qualifications – the Uniform Mark Scale (UMS). The AS qualification (year 1 of the A Level course) has a total of 200 uniform marks and the A Level (the full two-year course) has a total of 500 uniform marks. The maximum uniform marks for any unit depends on the unit's weighting in the specification.

7. The use of texts

Deep Dive prompt:

Do the curriculum documents use the term 'text' and if so, how do they define the term to support the enactment of the specification? How do texts support Welsh language learning and teaching more broadly? (In the Irish context, the term text has a broad meaning, e.g.: poetry, short stories, novels, travel journals, biographies, film, song, drama, multimodal texts etc. Text can also mean a piece of work curated/created by a student, e.g.: essay, debate, personal response, portfolio entry, presentation etc.)

In the A/AS Level Welsh second language specification, 'texts' refers to literary, visual and factual texts including a range of prose, poetry, short stories, and multimedia materials such as theatre (drama/plays), and media literature - broadcasting, film and journalism.

Text can also mean a piece of work created by a student, e.g. a report/article; a portrait; a story; a conversation/interview; a letter; a blog; a diary; an article; or an information pamphlet.

The weighting for Assessment Objective 2 (AO2) of the Welsh second language A/AS Level specification – Responding to texts is 25% (the same as it is for Use of spoken language; it is 45% for Using written language). AO2 focuses on students:

- demonstrating knowledge of specific texts and their background, by means of a critical analysis which discusses and evaluates other interpretations

- appreciating and responding to different literary genres
- responding coherently to literary, visual and factual subjects, orally and in writing, by selecting and interpreting relevant material
- referring specifically to an original text and providing justification for the reference
- translanguaging by understanding and interpreting the text
- collating, comparing and evaluating information presented in various media, cross-referencing other materials and summarising and coming to balanced conclusions.

Note on new GCSE qualifications. New GCSE qualifications are being developed for 16-year-old students in English-medium settings to replace the current Welsh Second Language GCSE. The new qualifications, being introduced from September 2025 to match the aims of the new Curriculum for Wales, include the GCSE Core Cymraeg (core Welsh language GCSE), and the Additional Core Cymraeg GCSE, which is intended for learners in English-medium settings who are ready to progress further and more quickly in their Welsh language skills. Both qualifications include two units: one focused on speaking and listening; one on reading and writing. In response to concerns expressed during [consultation](#) on the draft specification for the new GCSE Core Cymraeg qualification over opportunities for learners to study and engage with a variety of literary works, the WJEC awarding body is exploring opportunities to add set texts to some qualification units to ensure the study of a range of literature. This would support progression to post-16 study where language and literature are integrated in the Welsh second language A/AS Level qualification.

8. The use of technology

Deep Dive prompt:

What is the role of technology in supporting students to develop their native Welsh language skills?

The [Cymraeg 2050 strategy](#) – the strategy aiming for a million speakers of Welsh in Wales by 2050 identifies digital technology as a way of ‘creating favourable conditions’ to support the use of Welsh in education, the workplace and socially. The strategy also recognises that a wider range of materials is required to support the teaching and learning of Welsh, in particular digital and interactive resources, and commits to improving the production and availability of resources that are widely promoted to the relevant audiences.

Online resources support both teachers and students in the teaching, learning and assessment of the Welsh language. For example, the [specification](#) for the WJEC A/AS Level in Welsh second language recommends a range of online resources, including YouTube links, to support students in their study of Welsh, e.g. for the ‘Welsh Language in Society’ section of Unit 5 of the qualification specification. The specification also recommends that students explore Welsh language broadcasting on the Internet and the Welsh language on social media as part of their course.

The WJEC also provides a range of [resources](#) to support senior secondary Welsh second language learning (search ‘Subject’: Welsh second language, ‘Level’: KS5). These resources include, for example, online planners for students; lesson planners for teachers; online revision sessions for students; and blended learning resources for specific A/AS Level Units or texts. These blended learning resources

include interactive self-study content/online learning packs intended to be combined with face-to-face teaching to support students in learning at their own pace. The resources can also be used as revision by students, or as part of catch-up or ‘flipped’ learning³⁴ and are intended to be combined with conventional teaching methods.

The Welsh Government [Hwb website](#) also provides a range of online resources for A/AS Level Welsh second language students (and their teachers).

³⁴ Where individual students view digitised/online content outside of the traditional face-to-face classroom setting.

4.3 ‘Deep Dive’ into the study of Māori in senior secondary education, age 15-18: the National Certificate of Educational Achievement



1. Context

Deep Dive prompt:

How many subjects are studied by students for the National Certificate of Educational Achievement (NCEA) in New Zealand?

Where students study Māori, what is the number of hours allocated to the teaching and learning of Māori in the NCEA?

The National Certificate of Educational Achievement (NCEA) is the main school leaving qualification in New Zealand and is at three levels – Levels 1 to 3 (plus a Scholarship Level above Level 3). Level 3 is usually achieved in the final year of school, aged around 18, and is a requirement for university entrance.

The NCEA is a credit-based qualification. Credits are gained by achieving standards which are both internally and externally assessed: Achievement Standards recognise learning from New Zealand curriculum subjects; Unit Standards recognise vocational and other learning. Every standard has a defined credit value and 1 credit represents approximately 10 hours of teaching, learning and assessment. This includes teaching time, homework and assessment time.

Of the 80 credits required for successful completion of each level of the NCEA, 10 must come from successful achievement of credits in literacy (English in English-medium education, Māori in Māori-medium education) and 10 from credits in numeracy. New (strengthened) standards for the literacy and numeracy credits are being introduced from 2024. Achieving the compulsory literacy and numeracy credits is a one-off requirement; once a learner has achieved the 20 credits, they do not have to repeat the requirements at subsequent levels of the NCEA.

Students select their subjects for the 60 remaining NCEA credits. At Level 3, they must achieve 60 credits at Level 3 or above and, of these, for university entrance, 14 credits must be achieved in each of three approved subjects. Students select these subjects from the approved subject list and te reo Māori (the Māori language) is one of the approved subjects on the list. (There are also specific admission requirements for some university programmes of study which will determine the NCEA courses students take. These can, for example, require students to have taken specific subjects and/or gained minimum credits in certain subjects.)

The information which follows focuses on the te reo Māori Achievement Standards on the approved subject list for NCEA credits for university entrance.

2. Core components

Deep Dive prompt:

What are the core components of assessment for Māori for the NCEA in New Zealand?

The teaching of the Māori language in the English-medium curriculum at the upper secondary level (Levels 6-8 of the New Zealand Curriculum), leading towards the National Certificate of Educational Achievement (NCEA), is based on the [Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools](#) and on four ‘big ideas’. These serve as a foundation for learning and assessment and, in combination, are intended to provide an avenue for learners to reach a level of excellence.

The five main, interrelated language skills necessary for effective communication (listening, speaking, reading, writing, and cultural awareness) relate to the four big ideas which are:

- language accuracy: focused on structures, vocabulary, punctuation, grammar
- language fluency: focused on pronunciation, stress, intonation, language rhythm, and organising ideas for communication
- cultural integrity: focused on Māori worldview, customs, values and ideas
- language vitality: focused on sustainability, language change and revitalisation.

The [learning matrix](#) for the Māori language in the English-medium curriculum at the senior secondary level (Levels 6-8 of the New Zealand Curriculum) sets out the expectations for the four big ideas of the Māori language curriculum at each of Levels 6, 7 and 8 of the curriculum (usually expected to be achieved by students in Years 10-13, ages 14-18). There is a similar [matrix](#) for learners following the Māori-medium curriculum.

Assessment for Māori for the NCEA in New Zealand is a combination of internal and external assessment against the Achievement Standards for te reo Māori. Successful achievement against these standards gives students a specified number of credits towards the NCEA.

For the Level 3 NCEA in the Māori language (Level 8 of the New Zealand Curriculum framework), usually taken on completion of senior secondary education at around age 18, there are five potential [Achievement Standards](#) from which students can choose:

- [91650](#): Listening in the Māori international language, internal assessment, 4 credits
- [91651](#): Speaking in the Māori international language, internal assessment, 6 credits
- [91652](#): Reading in the Māori international language, external assessment, 6 credits
- [91653](#): Writing in the Māori international language, external assessment, 6 credits
- [91654](#): Creating useful documents in the Māori international language, internal assessment, 6 credits.

If students have chosen the Māori language as one of their approved subjects for university entrance, they will need to ensure that the Achievement Standards they have selected (and achieve) account for at least 14 credits.

There are also five [Level 8 achievement objectives](#) for the Māori language in the English-medium curriculum:

- 8.1: Communicate about certainty and uncertainty, possibility and probability
- 8.2: Develop an argument or point of view with reasons
- 8.3: Recount a series of events to inform, persuade or entertain
- 8.4: Communicate the same information in different ways for different audiences
- 8.5: Respond to selected texts in te reo Māori about Māori language and customs, e.g. from recorded speeches, literature, film, newspapers, magazines, television, video, DVD and radio.

In addition, at NCEA Level 3, students should also be able to demonstrate their understanding and use of grammatical structures and vocabulary from up to and including Level 8 of the te reo Māori curriculum.

3. Written examination

Number of written papers	<p>There are five Level 3 Achievement Standards in the Māori language from which students choose to gain credits for the NCEA. Two of these involve external assessment in the form of written exams. The remaining three Achievement Standards are assessed through internal assessment.</p> <p>The externally assessed written papers are for:</p> <ul style="list-style-type: none">• Achievement Standard 91652: Reading in the Māori international language• Achievement Standard 91653: Writing in the Māori international language.
Weighting of marks	Achievement Standard 91652: Reading in the Māori international language and Achievement Standard 91653: Writing in the Māori international language each count 6 credits towards the NCEA.
Structure of exam (e.g.: comprehension, listening, literature, creative writing)	<p>Achievement Standard 91652: Reading in the Māori international language.</p> <ul style="list-style-type: none">• A reading comprehension exam, requiring candidates to read and respond to one or more written texts in te reo Māori relating to local, national, or global themes. Questions are in the Māori language and in English. <p>Achievement Standard 91653: Writing in the Māori international language.</p> <ul style="list-style-type: none">• Requires candidates to write one piece, in te reo Māori, of at least 400 words. Topics cover local, national, or global themes across different text types.

Student choice in written exams	<p>Achievement Standard 91652: Reading in the Māori international language.</p> <ul style="list-style-type: none"> Students have no choice of which questions to answer; they must attempt all the questions in the exam booklet. Past papers suggest that students can answer in their choice of te reo Māori or English. However, the assessment specification for 2024 suggests that answers must now be in te reo Māori only. A glossary is provided in the exam for unfamiliar words. <p>Achievement Standard 91653: Writing in the Māori international language.</p> <ul style="list-style-type: none"> Students must write at least 400 words in te reo Māori on one topic. They have a choice of topic from a range provided in the written exam. There were five topics from which to choose in the 2021 and 2022 exams. The 2022 exam, for example, required students to write either a mythical story or narrative; a formal letter; an essay about a social issue; an essay about changing customs; or a strategy for growing a Māori game. The paper included a list of words (in Māori and English) as prompts for some of the topics. Students must write in te reo Māori only.
Duration of exam(s)	60 minutes ³⁵
Supports (e.g. curriculum and assessment supports; wider system supports, e.g. government initiatives, funding, CPD, resources etc)	<p>In addition to the comprehensive curriculum guidelines for the teaching and learning of Māori, the Ministry of Education publishes a range of online resources, such as te reo Māori lesson plans - a collection of teacher and student materials designed to support each of the eight levels of the curriculum; school stories of ideas and approaches to teaching and learning Māori that have been used to help raise student achievement; and resources to support teacher professional learning.</p> <p>The Ministry also provides the 'Down the Back of the Chair' online catalogue of teaching and learning resources for schools, and the Kauwhata Reo website to support the growing need for te reo Māori resources that are available and accessible on one central platform. This is designed for all users of te reo Māori, regardless of language proficiency.</p> <p>The development of the Kauwhata Reo website was one of the commitments in the Māori Language in Education Strategy. In line with this, the Government is also supporting growth in the supply of Māori language in education teachers, e.g. through scholarships and awards for training.</p> <p>For teachers, the New Zealand Qualifications Authority (NZQA) publishes assessment reports on the written examinations (e.g. for</p>

³⁵ [Tautuhinga 2024 - Level 3 Te Reo Māori \(nzqa.govt.nz\)](#)

	<p>Achievement Standard 91652: Reading in the Māori international language). These summarise general standards achieved and identify any areas to be addressed in future teaching and learning. The NZQA also publishes assessment schedules/criteria (see 'Reporting' below), along with past papers and sample digital exams (accessible on a password protected portal) which can be used by both teachers and students.</p>
<p>Reporting</p>	<p>Grades are reported at one of four levels: Not Achieved, Achievement, Achievement with Merit, Achievement with Excellence.</p> <p>For external assessments, the New Zealand Qualifications Authority (NZQA) publishes the cut scores for each grade level.</p> <p>For Achievement Standard 91652: Reading in the Māori international language, in 2023, there were 24 available marks and the cut scores were:</p> <ul style="list-style-type: none"> • 0-7 marks: Not Achieved • 8-12 marks: Achievement • 13-18 marks: Achievement with Merit • 19-24 marks: Achievement with Excellence. <p>For Achievement Standard 91653: Writing in the Māori international language, in 2023, there were 8 available marks and the cut scores were:</p> <ul style="list-style-type: none"> • 0-2 marks: Not Achieved • 3-4 marks: Achievement • 5-6 marks: Achievement with Merit • 7-8 marks: Achievement with Excellence.

4. Oracy skills

Deep Dive prompt:

How are Māori oracy skills developed over the three years of learning for the NCEA?

The Achievement Standards for the Māori language in the English-medium curriculum at the senior secondary level (Levels 6-8 of the New Zealand Curriculum, equivalent to the three years of learning for the NCEA) reflect the development of students' oracy skills over those three years and Levels, as follows:

At Level 6, students will:	At Level 7, students will:	At Level 8, students will:
develop communicative skills and strategies to present and exchange simple information, ideas and opinions in a range of predictable situations	develop communicative skills to present and exchange information, ideas, and opinions in more detail	develop communicative skills to organise information, ideas, and opinions effectively and sustain interactions with others, adapting to less predictable situations

Source: the [learning matrix](#)

By Level 8, students should be able to speak in te reo Māori in range of different contexts and for different purposes, e.g. to inform, persuade and entertain, focusing on issues at a societal, national, or international level. They should also be able to demonstrate that they can communicate deeper thinking through inquiry, research, evaluation, and creativity.

At Level 8, students are assessed on the quality of their speaking, including how they use language to:

- communicate information, ideas and opinions
- give opinions that are justified, using relevant supporting evidence to develop arguments in a way that is controlled and integrated
- connect and develop ideas using explanations, relevant details and examples in a deliberate/well-planned way
- deliberately and skilfully use language features appropriate to the task to hold the attention of the audience
- speak clearly and audibly using natural pronunciation, stress, rhythm, and intonation
- speak confidently without significant pauses
- use some appropriate body language such as eye contact, gestures, movement, or intonation to make speaking interesting
- use language with accuracy.

For speaking, the [Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools](#) suggest that:

At the end of Level 6, students can:	At the end of Level 7, students can:	At the end of Level 8, students can:
<ul style="list-style-type: none"> initiate and sustain more extended conversations in both formal and informal contexts discuss tasks in pairs or groups, for example, when sharing peer feedback on writing give short talks in familiar contexts on familiar topics that relate to the past and present use appropriate pronunciation, stress, rhythm, and intonation 	<ul style="list-style-type: none"> use te reo Māori to entertain and persuade as well as to inform initiate and sustain conversations in te reo Māori give talks on a range of topics in a range of contexts use appropriate pronunciation, intonation, rhythm, and stress 	<ul style="list-style-type: none"> initiate and sustain conversations give talks on a range of topics in a wide range of contexts produce a wide range of spoken text types, formal and informal adapt spoken texts to suit different audiences and purposes use te reo Māori to entertain and to persuade as well as to inform

5. Spoken/oral examination

There is no oral exam for te reo Māori. Students are internally assessed for Achievement Standard 91651 - Speaking in the Māori international language. See Section 6. below.

6. The use of portfolios

Three of the Māori language [Achievement Standards](#) are assessed via moderated internal assessment (91650 [Listening in Māori], 91651 [Speaking in Māori], and 91654 [Creating useful documents in Māori]). This involves the collection of evidence which can include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs or film) or a portfolio of evidence.

A separate assessment event is not needed for each standard. Assessment can be integrated into one activity that collects evidence towards two or three different standards from a programme of learning. Evidence can also be collected over time from a range of linked activities (for example, in a portfolio). This approach can ease the assessment workload for both students and teachers.

Structure of portfolio	<p>For Achievement Standard 91650 - Listening in the Māori international language, evidence of at least two listening tasks should be collected. The tasks involve listening to and demonstrating understanding of te reo Māori from a range of different contexts and from different text types from a range of less familiar topics. The length of each listening text may vary, but it should not be less than five minutes. Students respond in English which allows them to show greater depth of understanding. The context and purpose of each task should be different to allow students to provide sufficient evidence of their ability to understand spoken te reo Māori. Students are expected to demonstrate their ability to listen to and demonstrate comprehensive understanding of spoken te reo Māori from contexts beyond their immediate experience; and their ability to explore ideas, perspectives and opinions other than their own. They are required to listen for a sustained period of time to te reo Māori; identify the main information/ideas in less familiar contexts; distinguish between facts and opinions; recognise intentions to persuade and or influence; select the most appropriate response and support their choice with evidence from the text; and recognise the meaning of vocabulary and language features up to and including Level 8 of the curriculum.</p> <p>For Achievement Standard 91651 - Speaking in the Māori international language, recorded audiovisual evidence of at least two pieces of speaking should be collected, and this must allow students the opportunity to demonstrate language in different contexts and for a range of purposes. Students are assessed on how confidently and effectively they use te reo Māori from a range of topics from the less familiar world, that is, topics that are beyond their immediate personal experience. Their speaking should demonstrate that they can present ideas based on research and evaluation, and their ability to be creative (either with language or content). The two pieces of speaking evidence should make up a combined total of at least five minutes and must be collected and stored digitally.</p> <p>For Achievement Standard 91654, Creating useful documents in the Māori international language, evidence of at least two pieces of crafted text in te reo Māori, each of a different text type (e.g. research reports, short stories, and persuasive texts), should be collected. Students are assessed on how effectively they can craft writing on a range of topics from the less familiar world. 600 words is the suggested minimum guideline across the two pieces of written evidence, and the finished texts may be presented in electronic form</p>
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	<p>or hand written. Students need to show that they can use language to entertain and persuade as well as to inform, and to demonstrate some evidence of reflection, analysis, evaluation, or creativity. All student work, including plans, drafts and final pieces of writing are required to be submitted for assessment and moderation purposes.</p> <p>For all three Achievement Standards, the tasks/evidence must meet the Level 8 achievement objectives.</p>
Weighting of marks	<p>Achievement Standard 91650, which involves listening to, and demonstrating understanding of, a variety of spoken te reo Māori texts from a range of less familiar topics, counts for 4 NCEA credits.</p> <p>Achievement Standard 91651, which involves using te reo Māori to speak in a range of contexts and for a variety of purposes from the less familiar world, counts for 6 NCEA credits.</p> <p>Achievement Standard 91654, which involves writing in te reo Māori in a range of contexts and for a variety of purposes from the less familiar world, counts for 6 credits.</p>
Examined internally/externally	<p>Internal assessments are moderated and the complete internal assessment resource must be provided for moderation purposes.</p> <p>For Achievement Standard 91650, schools must provide the listening texts/passages (either transcripts, recordings or the URL for each task); the assessment schedule – fully developed with the expected student responses for each level of achievement; and student evidence for two listening tasks.</p> <p>For Achievement Standard 91651, the student's two pieces of spoken evidence must each be visually recorded/filmed in a single take and stored for moderation purposes.</p> <p>For Achievement Standard 91654, two pieces of writing, each a different text type, should be provided for moderation. When teachers assess the two pieces of writing, they should not do so separately but rather as one whole body of work.</p>
Supports (e.g. curriculum and assessment supports; wider system supports, e.g. government initiatives, funding, CPD, resources etc)	<p>In addition to the supports highlighted in Section 3 above, the Ministry of Education provides assessment resources to assist teachers in the internal assessment of students. These include examples of evidence of student achievement at each of the attainment levels of 'Achievement', 'Achievement with Merit', and 'Achievement with Excellence' and 'conditions of assessment' guidance. The Ministry also publishes high frequency word lists to support teachers and learners.</p> <p>For Achievement Standards 91650, 91651 and 91654, the New Zealand Qualifications Authority (NZQA) publishes annotated exemplars for teachers. These are extracts of student evidence that</p>

	explain the key parts of a standard and are intended to help teachers make assessment judgements at grade boundaries.
Reporting	<p>Activities for internal assessment take place/are recorded throughout the year. The tasks assessed for the student's final holistic grade for each of Achievement Standards 91650, 91651 and 91654 are the two which reflect the student's best two results.</p> <p>Final grades are decided by teachers using their professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.</p> <p>Grades are reported at one of four levels: Not Achieved, Achievement, Achievement with Merit, Achievement with Excellence.</p>

7. The use of texts

Deep Dive prompt:

Do the curriculum documents use the term 'text' and if so, how do they define the term to support the enactment of the specification? How do texts support Māori language learning and teaching more broadly?

(In the Irish context, the term text has a broad meaning, e.g.: poetry, short stories, novels, travel journals, biographies, film, song, drama, multimodal texts etc. Text can also mean a piece of work curated/created by a student, e.g.: essay, debate, personal response, portfolio entry, presentation etc.)

Texts, as defined in the [Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools](#), can be spoken, written, or visual. The guidelines define text types as follows:

The distinctive patterns that can be recognised in oral and written texts relate to particular purposes for speaking or writing and are referred to as text types or genres. Each text type has a structure and characteristic features that enable it to meet its purpose and engage its intended audience. Different languages have some unique text types as well as some that are shared with other languages. Written text types include personal and business letters, forms, manuals, and reviews. Spoken text types include weather forecasts, lectures, sports commentaries, and news bulletins. Visual text types may include performance, static images, web pages, signs and symbols, television, and other media. Some text types are specific to certain communities and have cultural significance. Thus, for example, Māori communities include whaikōrero³⁶ among spoken text types.

The curriculum guidelines also present selected examples of text types, for the achievement objectives at each curriculum level, chosen for their relevance to the achievement objectives. These include Māori-specific text types, for example, traditional Māori songs and chants, and prayers, along with examples of more general written texts such as email messages and shopping lists, and spoken texts such as

³⁶ formal speech/oratory/address

announcements and conversations. It is expected that teachers will supplement the example texts with others that are relevant for their students.

At Level 8, the example possible text types in the curriculum guidelines are prayers; idioms; traditional Māori songs and chants; sayings; proverbs; classified advertisements; comics; graphic novels; cartoons; computer-assisted presentations; debates; dramatic texts; films and video presentations; formal and informal letters; formal and informal conversational exchanges; graphs and tables; magazines and newspapers; novels; poems; promotional and advertising material (for example, videos, CDs, book covers, posters); questionnaires; reports; short stories; songs; talks; television, film, theatre, book, and exhibition reviews; and television and radio programmes.

The [Level 8 achievement objectives](#) for the Māori language in the curriculum refer to a wide range of texts such as stories/short stories, TV interviews/news bulletins, audio broadcasts/radio/radio plays, news items/newspaper reports, research reports, magazines, advertisements, Māori songs/traditional song poems, film, short oral narratives/spoken or recorded speeches/passages, literature, newspapers, and video and DVD.

Texts created by students can include interviews (verbal and written, e.g. newspaper), written statements, multimedia/computer-assisted presentations, advertisements, radio broadcasts/radio plays, diary entries, letters, and book/film reviews.

8. The use of technology

Deep Dive prompt:

What is the role of technology in supporting students to develop their native Māori language skills?

The [Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools](#) include guidance on using information and communication technology for teaching and learning te reo Māori. This highlights, for example, how teachers can create listening posts to enable their students to practise their pronunciation for an authentic purpose, such as a planned presentation; how students can incorporate audio and video recordings into the portfolios of work that they create to review, monitor, and celebrate their achievement over time; and how the Internet can link students and teachers of te reo Māori in different schools in New Zealand. Through such activities, and through students, for example, creating blogs and websites and using email or Skype to communicate with others in te reo Māori, and teachers using technology for professional development and the mutual exchange of ideas and resources, both teachers and students have opportunities to participate in activities that involve the full range of listening, reading, viewing, speaking, writing, and presenting skills.

The guidelines also suggest that digital content is most effective when it is embedded into an existing programme of learning; supported by relevant offline experiences; selected according to the needs and interests of the learner; supported by effective teaching; combined with other relevant digital content and learning experiences; and when learners work collaboratively.

The external assessments/written exams for Achievement Standards 91652 and 91653 for te reo Māori are available in both digital/online and paper format.

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