

# Curriculum reform consultation

30 April – 24 July 2009

## Subject level descriptions questionnaire

**Thank you for your participation.**

When you have completed this survey, please email it to [info@qca.org.uk](mailto:info@qca.org.uk), or post to:  
**Simon Watmough, Ipsos MORI House, 79-81 Borough Road, London, SE1 1FY.**

QCA is managing this consultation, on behalf of the Department for Children, Schools and Families



## Thank you for your interest in participating in the curriculum reform consultation.

We will now ask you for some contact information and personal data (ethnicity, disability, belief etc) to meet our legal requirement to monitor equalities.

We may use the information collected here to contact you:

- with further questions about the consultation
- if we need to clarify your responses
- to tell you about the findings of the consultation
- about similar consultation exercises in the future, and
- to give you information about other QCA activities such as conferences.

We will also use this information to check that the consultation is representative.

***This information will be kept strictly confidential.*** The analysis of responses will be carried out by an external organisation. This organisation must comply with the Data Protection Act in its handling of personal data and will only process personal data on instructions from QCA.

QCA is managing this consultation, on behalf of the Department for Children, Schools and Families

### Your name and contact details:

First name: <b>Ian</b>	Last name: <b>Toone</b>
Email address: <b>iantoone@voicetheunion.org.uk</b>	
Postal address: <b>2 St James' Court, Friar Gate, Derby</b>	
Postcode: <b>DE1 1BT</b>	
Phone no: Daytime <b>01332 372337</b>	
Phone no: Mobile <b>07939262519</b>	

### Who you represent:

**In which capacity are you responding to this consultation?** Please tick one box only:

Learner	<input type="checkbox"/>	Governor	<input type="checkbox"/>
Parent	<input type="checkbox"/>	Local authority representative	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	Employer	<input type="checkbox"/>
Headteacher	<input type="checkbox"/>	Member of the wider education community	<input type="checkbox"/>
Member of the wider school workforce	<input type="checkbox"/>		<input type="checkbox"/>
Other <b>Trade Union</b>	<input type="checkbox"/>		<input type="checkbox"/>

**If you are a teacher or headteacher, governor or member of the wider school workforce, what is the name and postcode of your school?**

School	Postcode
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**If you are a local authority representative, what is the name of your local authority?**

Local Authority	
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**Are you responding to this consultation as an individual or as an organisation?**

Please tick one box only:

As an individual	<input type="checkbox"/>	As an organisation	<input checked="" type="checkbox"/>	If an organisation, approximately how many people are in the organisation?	<b>38000</b>
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**If you are responding on behalf of an organisation, what is the name of your organisation?**

<b>Voice: the union for education professionals</b>
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**Equality monitoring:**

**What is your gender?** Please tick one box only:

Female	<input type="checkbox"/>	Male	<input type="checkbox"/>	Prefer not to say	<input checked="" type="checkbox"/>
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**What is your ethnic origin?** Please tick one box only:

White		Asian/Asian British	
White British	<input type="checkbox"/>	Indian	<input type="checkbox"/>
White Irish	<input type="checkbox"/>	Pakistani	<input type="checkbox"/>
Any other White background, write in	<input type="checkbox"/>	Bangladeshi	<input type="checkbox"/>
		Chinese	<input type="checkbox"/>
		Any other Asian background, write in	<input type="checkbox"/>
Mixed/multiple ethnic groups			
White and Black Caribbean	<input type="checkbox"/>		
White and Black African	<input type="checkbox"/>	Black/Black British	
White and Asian	<input type="checkbox"/>	African	<input type="checkbox"/>
Any other Mixed background, write in	<input type="checkbox"/>	Caribbean	<input type="checkbox"/>
		Any other Black background, write in	<input type="checkbox"/>
Prefer not to say	<input checked="" type="checkbox"/>		
		Other ethnic group	
		Any other ethnic group, write in	<input type="checkbox"/>

**Do you have a disability or longstanding illness?** Please tick one box only:

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Prefer not to say	<input checked="" type="checkbox"/>
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**What is your religion?** Please tick one box only:

No religion			
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)			
Buddhist			
Hindu			
Jewish			
Muslim			
Sikh			
Any other religion		Write in	

Prefer not to say	<b>X</b>
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**What is your sexual orientation?** Please tick one box only:

Bisexual		Lesbian/Gay woman	
Homosexual/Gay man		Heterosexual/straight	

Prefer not to say	<b>X</b>
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# Proposals to change the subject level descriptions

This consultation, offers all those involved in education, including teachers, governors, parents, employers and young people the opportunity to comment on the proposed changes to Personal, Social, Health and Economic (PSHE) education. The feedback you provide will be used by the government to inform final decisions about final level descriptions.

The survey is seven questions long, and could take up to 15 minutes to complete, depending on how detailed your responses are.

When considering your response to each question please try and think about all learners including those with special educational needs, disabled learners, the gifted and talented, children from minority ethnic groups and those with English as an additional language.

Before starting the questionnaire you may find it useful read the draft level descriptions for each subject. These are available at [www.qca.org.uk/curriculumconsultation](http://www.qca.org.uk/curriculumconsultation), or can be obtained by calling the QCA Enquiry line on 020 7509 5556 or by emailing [info@qca.org.uk](mailto:info@qca.org.uk).

If you have any queries about this consultation, or the questionnaire, please email [info@qca.org.uk](mailto:info@qca.org.uk) or call QCA's Enquiry line on 020 7509 5556.

Your personal information, and the data collected in this survey, will be treated in the strictest confidence.

## Thank you for your participation.

When you have completed this survey, please email it to [info@qca.org.uk](mailto:info@qca.org.uk), or post to:  
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## The subject level descriptions

Which subject level descriptions do you want to comment on?  
You may pick one or more than one.

Art and design	X
Citizenship	X
Design and technology	X
English	X
Geography	X
History	X
Information communication technology	X
Mathematics	X
Modern foreign languages	X
Music	X
Physical education	X
Religious education	X
Science	X

The proposed level descriptions from levels 1 to exceptional performance maintain standards

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Not sure
Art and design	X				
Citizenship	X				
Design and technology	X				
English	X				
Geography	X				
History	X				
Information and communication technology	X				
Mathematics	X				
Modern foreign languages	X				
Music	X				
Physical education	X				
Religious education	X				
Science	X				

**The proposed level descriptions from levels 1 to exceptional performance provide appropriate progression**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Not sure
Art and design	X				
Citizenship	X				
Design and technology	X				
English	X				
Geography	X				
History	X				
Information and communication technology					X
Mathematics	X				
Modern foreign languages					X
Music	X				
Physical education	X				
Religious education	X				
Science	X				

**The expectations set out in the proposed level descriptions from levels 1 to exceptional performance are appropriate for children**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Not sure
Art and design	X				
Citizenship	X				
Design and technology	X				
English	X				
Geography	X				
History	X				
Information and communication technology					X
Mathematics	X				
Modern foreign languages				X	
Music	X				
Physical education	X				
Religious education	X				
Science	X				

**The proposed level descriptions are an appropriate basis for National Curriculum assessment requirements of relevant aspects of the proposed new primary curriculum**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Not sure</b>
Art and design		<b>X</b>			
Citizenship		<b>X</b>			
Design and technology		<b>X</b>			
English		<b>X</b>			
Geography		<b>X</b>			
History		<b>X</b>			
Information and communication technology					<b>X</b>
Mathematics		<b>X</b>			
Modern foreign languages					<b>X</b>
Music		<b>X</b>			
Physical education		<b>X</b>			
Religious education		<b>X</b>			
Science		<b>X</b>			

**The proposed level descriptions are an appropriate basis for assessment of secondary National Curriculum subjects**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Not sure</b>
Art and design	<b>X</b>				
Citizenship	<b>X</b>				
Design and technology	<b>X</b>				
English	<b>X</b>				
Geography	<b>X</b>				
History	<b>X</b>				
Information and communication technology			<b>X</b>		
Mathematics	<b>X</b>				
Modern foreign languages				<b>X</b>	
Music	<b>X</b>				
Physical education	<b>X</b>				
Religious education	<b>X</b>				
Science	<b>X</b>				



**The proposed level descriptions from levels 1 to exceptional performance can be used and applied to assess children’s work**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Not sure</b>
Art and design		<b>X</b>			
Citizenship					<b>X</b>
Design and technology		<b>X</b>			
English		<b>X</b>			
Geography		<b>X</b>			
History		<b>X</b>			
Information and communication technology		<b>X</b>			
Mathematics		<b>X</b>			
Modern foreign languages		<b>X</b>			
Music		<b>X</b>			
Physical education		<b>X</b>			
Religious education		<b>X</b>			
Science		<b>X</b>			

**If you would like, please give reasons for your responses given above**

(please limit your answer to around 200 words)

The delivery of MFL has the potential to be inconsistent and fragmented.

End of KS2 assessment takes no account of developmental learning.

We note that the level descriptions for ICT require a much higher level of knowledge and skill than that required in the current curriculum. Whilst this may reflect the greater degree of computer literacy found among today’s children, we are concerned about the knock-on effect of this on KS3/4 and the capacity of teachers to deliver what will be required.

Some of the level descriptions for MFL and ICT are over-ambitious, rather vague and somewhat unrealistic, especially given the current skill level of the majority of primary school teachers.

**Thank you for your participation.**

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