

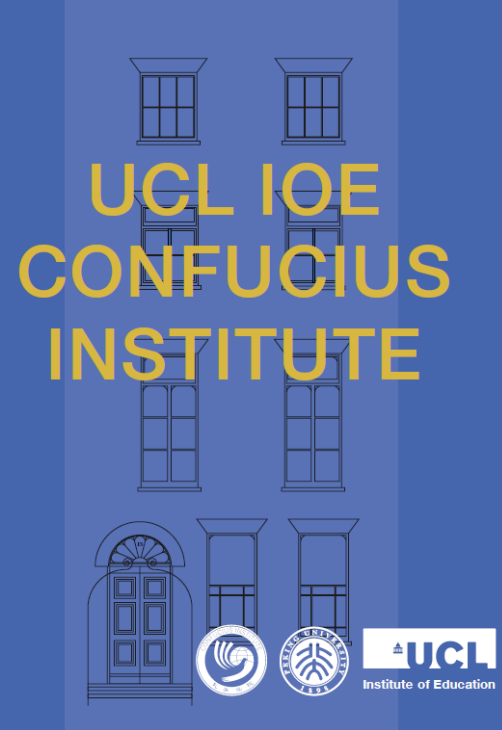
Institute of Education  
UCL IOE Confucius Institute for Schools

UCL

# UCL IOE 16th Annual Chinese Teaching Conference

Chinese Observatory 2019

Katharine Carruthers



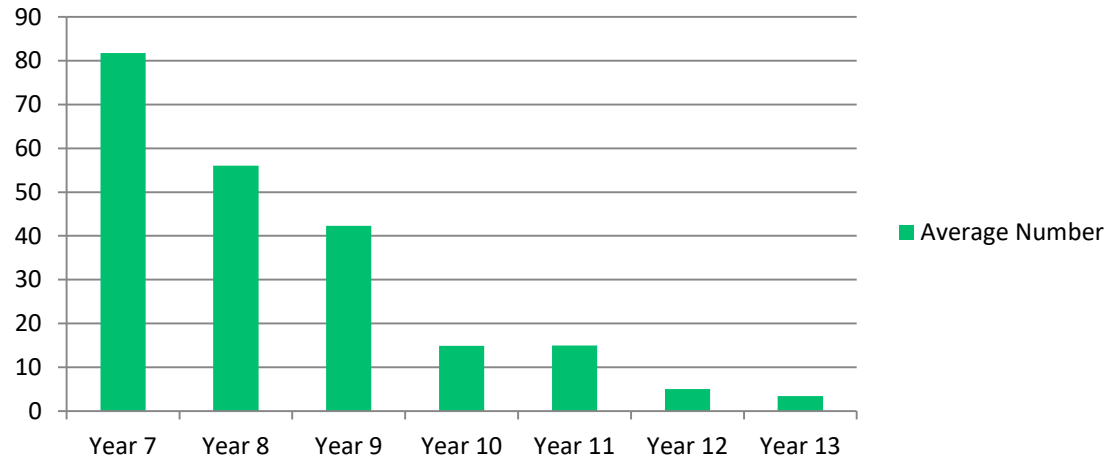
## Routes into teaching Mandarin

PGCE & School Direct (tuition fee)	School Direct (salaried)	School-centred initial teacher training (Scitt)	Teach First	Assessment only
65%	24%	5%	3%	3%

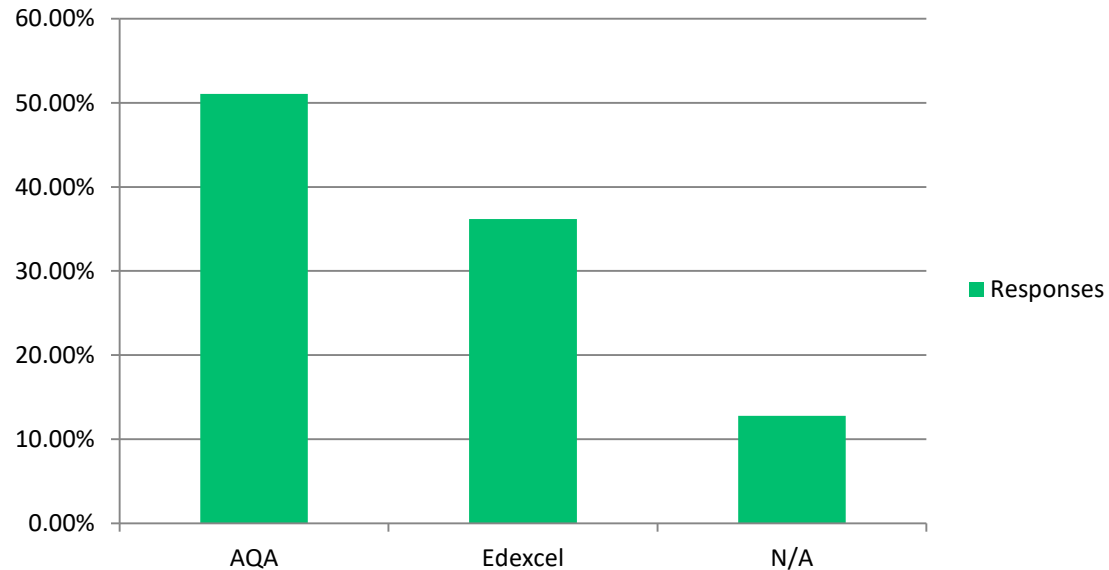
Teachers: Native Speakers of Chinese

Native Speaker of Chinese	Non Native Speaker of Chinese
80%	20%

Average numbers of students currently studying Chinese on curriculum at schools in respective year groups.



## Exam boards used for GCSE in 2018/19



## Student results for GCSE Mandarin Chinese in schools in 2018

Grades	Total %
Number of students with Grade A*	41%
Number of students with Grade A	29%
Number of students with Grade B	18%
Number of students with Grade C	8%
Number of students with Grade D	2%
Number of students with Grade E	1%
Number of students with Grade F	0%
Number of students with Grade G	0%
Number of students with Grade U	0%
No results	2%

## Student results for Cambridge Pre U in Mandarin Chinese in schools in 2018

Grades	Total %
Distinction 1	19%
Distinction 2	13%
Distinction 3	9%
Merit 1	16%
Merit 2	9%
Merit 3	22%
Pass 1	6%
Pass 2	6%
Pass 3	0%
No results	0%

## Student results for A Level Mandarin Chinese in schools in 2018

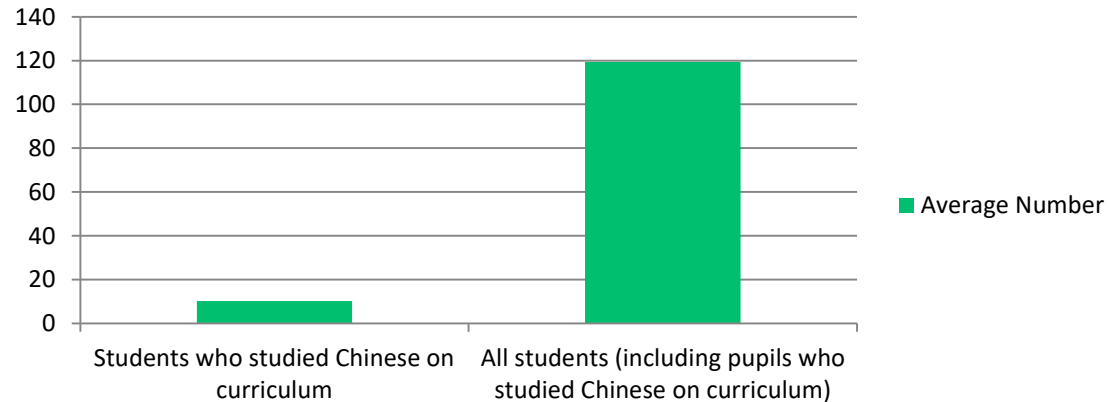
Grades	Total %
Number of students with Grade A*	2%
Number of students with Grade A	40%
Number of students with Grade B	40%
Number of students with Grade C	14%
Number of students with Grade D	0%
Number of students with Grade E	2%
No results	2%



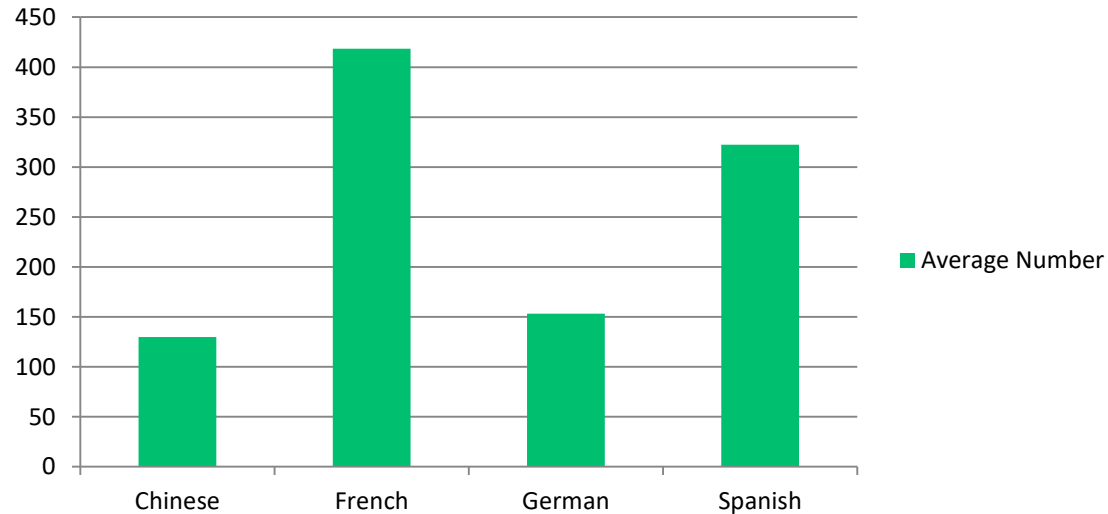
The most commonly provided reasons (from students) if deciding not to continue learning Mandarin Chinese.

<b>They found learning/memorising Chinese characters too hard</b>	<b>78%</b>	<b>1</b>
<b>They perceived grades in other subjects to be easier to achieve</b>	<b>54%</b>	<b>2</b>
<b>They worried about exam results</b>	<b>46%</b>	<b>3</b>
<b>They found speaking Mandarin too hard</b>	<b>28%</b>	<b>4</b>
<b>They wanted to study other languages</b>	<b>20%</b>	<b>5</b>
<b>They found reading Mandarin too hard</b>	<b>11%</b>	<b>6</b>
<b>They found learning Mandarin too boring</b>	<b>4%</b>	<b>7</b>
<b>Other</b>	<b>20%</b>	

## Students taking GCSE exams in a combination of subjects that count towards the EBacc measure in schools in 2017/18?



### Average number of students studying languages on curriculum.



The following five benefits of providing Mandarin Chinese in schools were ranked in order of importance. (Where 1 is most important and 5 is least important)

<b>Mandarin is important for the UK's future prosperity.</b>	1
<b>Mandarin is the most spoken language in the world.</b>	2
<b>Diversify the range of Modern Foreign Languages your school offers.</b>	3
<b>Boost students' employability / career opportunities in the global market</b>	4
<b>Enrich students' lives by introducing Chinese language and culture.</b>	5

## **Other benefits included....**

- Retention of our brightest - we are the only school in the area to offer Mandarin Chinese
- We are the only school in the LA offering the subject so it helps with recruitment of year 7 students.
- Enjoyment and challenge for students
- A unique academic experience. Potential ability to transform lives of disadvantaged students. Potential to empower dyslexic students.

	Strongly Agree	Agree	Neither agree or disagree	Disagree	Strongly Disagree
Students of Chinese demonstrate strong/improved skills in other languages compared to their peers who do not study Chinese.	0%	64%	36%	0%	0%
Students of Chinese demonstrate higher cultural awareness compared to their peers who do not study Chinese	23%	41%	36%	0%	0%

## Are students who have been studying Chinese on curriculum generally achieving age related expectations in English, Maths and Science?

	Significantly below age related expectations	Below age related expectations	At age related expectation	Above age related expectations	Significantly above age related expectations	I do not know
English	0%	0%	29%	33%	29%	10%
Maths	0%	0%	33%	29%	29%	10%
Science	0%	0%	33%	29%	29%	10%

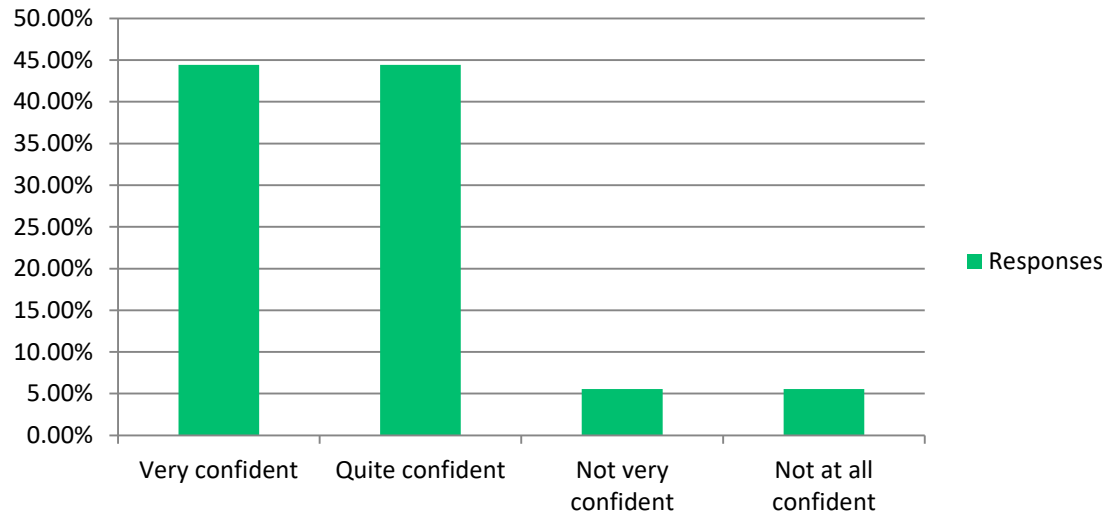
## Cross Curricular Benefits of Learning Chinese

### 2018 GCSE results in English, Maths & Science for students who studied Mandarin Chinese on curriculum compared to all student results

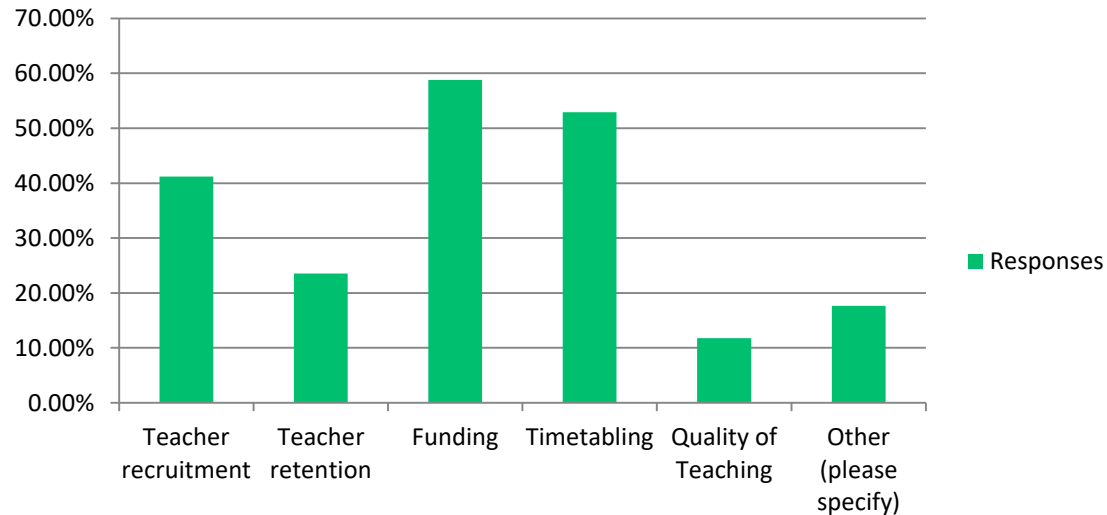
	English Language		Maths		Physics, Chemistry & Biology		TOTAL	
	Studied Chinese	All Students	Studied Chinese	All Students	Studied Chinese	All Students	Studied Chinese	All Students
% of students with Grade 9	17%	7%	22%	10%	43%	25%	25%	11%
% of students with Grade 8	17%	11%	27%	17%	29%	29%	24%	16%
% of students with Grade 7	21%	20%	21%	17%	18%	22%	21%	19%
% of students with Grade 6	20%	20%	15%	16%	8%	12%	16%	17%
% of students with Grade 5	16%	17%	10%	17%	2%	9%	10%	16%
% of students with Grade 4	6%	11%	3%	11%	0%	2%	4%	10%
% of students with Grade 3	2%	9%	1%	6%	0%	0%	1%	7%
% of students with Grade 2	0%	3%	0%	5%	0%	0%	0%	3%
% of students with Grade 1	0%	1%	0%	2%	0%	0%	0%	1%



### Are schools confident in the sustainability of the provision of Mandarin Chinese?



## What are the main challenges to school's provision of Mandarin Chinese?



Katharine Carruthers  
k.carruthers@ucl.ac.uk

UCL IOE  
CONFUCIUS  
INSTITUTE

