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STATUTORY INSTRUMENTS

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**2008 No. 1766**

**EDUCATION, ENGLAND**

The Education (National Curriculum) (Modern Foreign Languages) (England) Order 2008

<i>Made</i>	- - - -	<i>3rd July 2008</i>
<i>Laid before Parliament</i>		<i>10th July 2008</i>
<i>Coming into force</i>	- -	<i>1st August 2008</i>

The Secretary of State for Children, Schools and Families makes this Order in exercise of the powers conferred on him by sections 84(4) and 210(7) of the Education Act 2002(1).

**Citation, commencement, interpretation and application**

1.—(1) This Order may be cited as the Education (National Curriculum) (Modern Foreign Languages) (England) Order 2008 and comes into force on 1st August 2008.

(2) In this Order “the 2004 Order” means the Education (National Curriculum) (Modern Foreign Languages) (England) Order 2004(2).

(3) This Order applies in relation to England.

**Specification of modern foreign language**

2. Subject to article 3(2), for the purposes of section 84(4) of the Education Act 2002 “modern foreign language” means any modern foreign language.

**Revocation and savings**

3.—(1) Subject to paragraph (2), the 2004 Order is revoked.

(2) The 2004 Order continues to apply to any pupil who was in the third key stage immediately before 1st August 2008.

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**Status:** This is the original version (as it was originally made). This item of legislation is currently only available in its original format.

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3rd July 2008

*Jim Knight*  
Minister of State  
Department for Children, Schools and Families

## EXPLANATORY NOTE

*(This note is not part of the Order)*

This Order revokes the Education (National Curriculum) (Modern Foreign Languages) (England) Order 2004, [SI 2004/260](#) (“the 2004 Order”), which specified the meaning of “modern foreign language” for the purposes of the third key stage of the National Curriculum. Instead, any modern foreign language is specified for the purposes of section 84 of the Education Act 2002.

The definition of modern foreign language provided for in the 2004 Order continues to apply to any pupil who has already begun the third key stage.

A full impact assessment has not been produced for this instrument as no impact on the private or voluntary sector is foreseen.