**Community Language GCSEs**

**2022 - 2023**

This booklet contains:

* A rationale for supporting Community Language GCSEs
* Community Language classes in Portsmouth 2022
* 2018-19 Community Language results - still our latest official data
* A list of exam boards offering community language GCSEs this year
* Key dates for 2022-23 exams
* Some ideas about who might be responsible in school for this work
* A summary of key tasks for school staff to ensure pupils have the opportunity to take these exams
* Information about the role of EMAS Bilingual Learning Assistants (BLAs) with regards to Community Language GCSEs
* What to do if EMAS doesn't have the language you need
* The cost of bilingual support this year
* A good practice example from St Edmund's, explaining how they manage the process
* A sample letter to send to parents to look at pupil suitability for exam entrance

**Karen Thomas & Ruth Nabholz Duncan**

**November 2022**

**A rationale for supporting Community Language GCSEs**

Nationally, around 30,000 students take a qualification in their community language every year. The vast majority of these pupils take these GCSEs through their school, even though they don't study the language there. The rest take them through 'Supplementary Schools' or community language classes.

There are currently 19 languages available at GCSE level (excluding ancient languages) - with some ongoing national debate about those available, their worth and viability.

So, why should schools support students to access these qualifications?

It is as important as ever to recognise linguistic skills and cultural capital whenever possible - these have a significant role in social cohesion and contribute to economic wealth and global trade.

More importantly, though, valuing their first language in this way also contributes to our pupils' sense of belonging and self-esteem and helps with parental engagement, especially where parents find schools challenging to access.

In addition, Community Language GCSEs contribute to your school's overall MFL results and associated EBacc outcomes too.

Support and further information is available from the following sources:

* Local language schools (see the list below)
* The National Resource Centre for Supplementary Education (NSCSE) <https://www.supplementaryeducation.org.uk/> and the report ['Saturdays for Success'](https://www.ippr.org/publications/saturdays-for-success) both have additional useful information regarding collaborative working
* The Association of School and College Leaders (ASCL) has very recently produced two position papers on 'Home, Heritage and Community Languages' - [primary](https://www.ascl.org.uk/Help-and-Advice/Curriculum-and-assessment/key-stage-1-and-2/Supporting-Pupils-with-Home,-Heritage-and-Communit) and secondary.
* The Association for Language Learning (ALL) has a new Home/Heritage/Community languages section [here](https://www.all-languages.org.uk/research-practice/language-zones/home-heritage-community-languages/)

**Community Language Classes in Portsmouth 2022**

The information below is correct, to the best of our knowledge, although these lessons run by community volunteers are subject to change. Our BLAs may be able to help further with additional information and contact details - so please do ask

|  |  |  |
| --- | --- | --- |
| **Language/Culture** | **When?** | **Where?** |
| Arabic classes | Saturdays, 11:30-1pm | Mayfield School, PO2 0RH |
| Arabic classes | Saturdays, 11-1pm | Friendship Centre, PO5 1JT |
| Arabic Sudanese School | Sundays | Buckland Community Centre, PO2 7BT |
| Bulgarian School | Sundays, from 9am | Havelock Community Centre, PO4 0LQ |
| Eritrean School | Saturdays, 12:30-3:30 | Buckland Community Centre, PO2 7BT |
| Kurdish Community Language School | Sundays | Fratton Community Centre, PO1 5JJ |
| Polish School | Saturdays | The Portsmouth Academy, PO1 5LD |
| Portsmouth Chinese Association Sunday School | Sundays, 11am -1pm with Traditional Dancing 1pm-2pm | Miltoncross Academy, PO3 6RB |
| Russian School | Saturdays, 10-1pm | Havelock Community Centre, PO4 0LQ |
| Sudanese Community School | Sundays, 11am -2pm | Spinnaker School of Languages, PO1 2DU |
| Tamil classes | Saturdays, 10-12 | Buckland Community Centre, PO2 7BT |
| The Hellenic School of Portsmouth | Saturdays, 10-12 and 12:30-2:30 | St. Jude’s Primary School, PO1 2NZ |
| Turkish Language and Culture | Wednesdays, 4-6pm; Saturdays and Sundays 10-2:30pm | South Coast Anatolian Education & Culture Centre, PO1 5AB |

For more information, contact:

Maha Ingarfill

Community Languages Co-ordinator in Portsmouth

[m.ingarfill@yahoo.co.uk](mailto:m.ingarfill@yahoo.co.uk)

**Community Language GCSE results from 2018-19 (supported by EMAS**)

The last full set of results in Community Languages came in 2019, although support carried on for GCSEs throughout Covid, with BLAs supporting with Centre-Assessed Grades for both writing and the orals. Last year, more than 50 pupils were supported in the city with their orals.

During the exam season 2019, 59 pupils were assessed, supported and had their GCSE oral exam carried out by the BLAs (compared to 48 in the whole of Hampshire), with some excellent results, below.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Language** | **9** | **8** | **7** | **6** | **5** | **4** | **3** |
| Arabic | 5 | 2 |  | 1 | 1 |  |  |
| Bengali |  | 1 | 1 |  |  |  |  |
| Italian | 5 | 3 |  |  | 2 |  |  |
| Mandarin | 5 | 1 | 1 |  | 1 |  |  |
| Polish | 5 | 7 | 3 |  | 6 |  | 1 |
| Russian | 1 | 1 |  |  | 1 |  |  |
| **Totals** | **21** | **15** | **5** | **1** | **11** |  | **1** |

| **Language** | **A\*** | **A** | **B** | **C** |
| --- | --- | --- | --- | --- |
| Persian | 1 |  |  |  |
| Portuguese |  | 1 | 3 |  |
| **Totals** | **1** | **1** | **3** |  |

**GCSEs offered in Community Languages 2022-23**

|  |  |
| --- | --- |
| [**Pearson/Edexcel**](http://www.edexcel.org.uk/)**offer:**  French  German  Spanish  Arabic  Chinese (spoken Mandarin, spoken Cantonese)  Greek  Italian  Japanese  Russian  Urdu  [Biblical Hebrew](https://qualifications.pearson.com/en/qualifications/edexcel-gcses/biblical-hebrew-2018.html)  [Gujarati](https://qualifications.pearson.com/en/qualifications/edexcel-gcses/gujarati-2018.html)  [Persian](https://qualifications.pearson.com/en/qualifications/edexcel-gcses/persian-2018.html)  [Portuguese](https://qualifications.pearson.com/en/qualifications/edexcel-gcses/portuguese-2018.html)  [Turkish](https://qualifications.pearson.com/en/qualifications/edexcel-gcses/turkish-2018.html)  NB: Pearson/Edexcel also offer IGCSEs in Arabic (first language), Bangla, Chinese, English as a Second Language (ESL), French, German, Greek (first language), Gujarati, Sinhala, Spanish, Swahili, Tamil and Urdu. | [**CCEA**](http://www.ccea.org.uk/)**(Council for Curriculum, Examinations and Assessment) offers:**  Irish  [**WJEC**](http://www.wjec.co.uk/)**offers:**  Welsh at various levels  [**AQA**](http://www.aqa.org.uk/)**offer:**  Bengali  Chinese (Spoken Mandarin)  French  German  Italian  Modern Hebrew  Panjabi  Polish  Spanish  Urdu |

|  |
| --- |
| [**Cambridge IGCSE**](http://www.cie.org.uk/)**(International General Certificate of Secondary Education) offer:**  [Afrikaans - Second Language](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-afrikaans-second-language-0548/)  [Arabic - First Language](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-arabic-first-language-0508/)  [Arabic - First Language (9-1)](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-arabic-9-1-first-language-7184/)  [Arabic - Foreign Language](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-arabic-foreign-language-0544/)  [Bahasa Indonesia](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-bahasa-indonesia-0538/)  [Chinese - First Language](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-chinese-first-language-0509/)  [Chinese - Second Language](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-chinese-second-language-0523/)  [Chinese (Mandarin) - Foreign Language](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-chinese-mandarin-foreign-language-0547/)  English (as an Additional Language) **New**  English (as an Additional Language) (9-1) **New**  [French - First Language](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-french-first-language-0501/)  [French - Foreign Language](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-french-foreign-language-0520/)  [French (9-1)](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-french-9-1-7156/)  [German - First Language](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-german-first-language-0505/)  [German - Foreign Language](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-german-foreign-language-0525/)  [German (9-1)](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-german-9-1-7159/)  [Hindi as a Second Language](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-hindi-as-a-second-language-0549/)  [IsiZulu as a Second Language](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-isizulu-as-a-second-language-0531/)  [Italian - Foreign Language](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-italian-foreign-language-0535/)  [Italian (9-1)](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-italian-9-1-7164/)  Latin  [Malay - First Language](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-malay-0696/)  [Malay - Foreign Language](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-malay-foreign-language-0546/)  [Portuguese - First Language](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-portuguese-first-language-0504/)  Sanskrit  Setswana  [Spanish - First Language](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-spanish-first-language-0502/)  [Spanish - Foreign Language](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-spanish-foreign-language-0530/)  [Spanish - Literature](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-spanish-literature-0488/)  [Spanish (9-1)](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-spanish-9-1-7160/)  [Swahili](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-swahili-0262/)  [Thai - First Language](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-thai-first-language-0518/)  [Turkish - First Language](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-turkish-first-language-0513/)  [Urdu as a Second Language](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-urdu-as-a-second-language-0539/) |

**Key dates for 2022 - 2023**

Pearson/Edexcel

Monday 15 May - Wednesday 21 June

[GCSE-Summer-2023-Final-v1.xlsx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fqualifications.pearson.com%2Fcontent%2Fdam%2Fpdf%2FSupport%2FExamination-timetables-for-UK-Edexcel-GCSE%2FGCSE-Summer-2023-Final-v1.xlsx&wdOrigin=BROWSELINK)

[int-gcse-summer-2023-final-v2.xlsx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fqualifications.pearson.com%2Fcontent%2Fdam%2Fpdf%2FSupport%2FExamination-timetables-for-Edexcel-International-GCSE%2Fint-gcse-summer-2023-final-v2.xlsx&wdOrigin=BROWSELINK)

AQA

Monday 15 May – Wednesday 21 June

[May/June 2023 exam timetable GCSE, AQA Certificate, ELC, FCSE, Projects and L1/L2 Awards](https://filestore.aqa.org.uk/admin/t_table_pdf/AQA-TT-GCSE-JUN23-CONFIRMED.PDF)

WJEC

Friday 12 May – Wednesday 28 June

[summer-2023-wales-and-eduqas-gcse-final-exam-timetable-02-11-22.pdf (wjec.co.uk)](https://www.wjec.co.uk/media/vvylggia/summer-2023-wales-and-eduqas-gcse-final-exam-timetable-02-11-22.pdf)

CCEA

Tuesday 9 May – Tuesday 27 June

[Final GCSE Timetable, Summer 2023\_1.pdf (ccea.org.uk)](https://ccea.org.uk/downloads/docs/ccea-asset/Examinations/Final%20GCSE%20Timetable%2C%20Summer%202023_1.pdf)

**'Window' for oral exams 2023:**

Pearson/Edexcel -

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AQA -

Table

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**Whose responsibility is it to organise and carry out the Community Language GCSEs?**

That depends entirely on your school but it normally falls to the three people, below, working closely together. Here is an example of how the distribution of tasks works in some schools, although this may well be different in yours:

**The EMA Co-ordinator will:**

* Identify pupils in school who have EAL (usually in Year 10 or 11)
* Cross reference pupils against the languages currently on offer by exam boards
* Compile a list of possible candidates
* Arrange to meet possible candidates to discuss community language GCSEs
* Print off a past GCSE paper for each possible candidate to attempt (at home or at school), in liaison with the Exams Officer, and contact parents to let them know about this
* Work with candidates to ensure pupils have enough literacy/oracy to cope with the exam requirements and request EMAS BLAs to help with this decision if you are unsure
* Work with EMAS to book in practice/advice/mock oral sessions prior to the actual exams with the BLAs to help prepare the candidates
* Provide BLAs with the materials to do this practice and support, in liaison with the MFL Dept.
* Ensure parents understand their role in preparing the students for the exam, using BLAs where necessary

**The Exams Officer/Assessment and Data Manager will:**

* Liaise with the EMA Co-ordinator regarding entry
* Liaise with EMAS and other partner schools regarding preferable exam boards, if necessary, and contact EMAS to facilitate sharing resources and expertise city-wide
* Enter pupils for exams
* Book in times to carry out oral exams, in liaison with EMAS and the EMA Co-ordinator/Teacher of MFL
* Share the results with EMAS

**Head of MFL/MFL Teacher will:**

* Ensure pupils are familiar with the requirements of the board
* Ensure all exam resources are ready for the oral exam and that the room is booked
* Ensure that the BLA understands the requirements of the oral exam and how to use the recording technology

**Summary of key tasks for schools**

|  |  |
| --- | --- |
| **Approximate time** | **Lead in school (EMA Co-ordinator/**  **Exam Officer/Head of MFL)** |
| **September** | * Identify pupils in school who have EAL * Cross reference pupils against languages currently on offer by exam boards * Compile a list of possible candidates |
| **October** |
| **November** | * Print off past GCSE papers for possible candidates * Work with candidates to ensure pupils have enough literacy/oracy to cope with the exam requirements * Request EMAS BLAs to help with this process * Inform parents and discuss any possible support that they can give at home |
| **December** |
| **January** | * Enter pupils for exams, if you've not already done so * Ensure pupils are familiar with the requirements of the board * Work with EMAS to book in practice/advice/mock oral sessions prior to the actual exams with the BLAs to help prepare the candidates * Contact EMAS to facilitate sharing expertise city-wide e.g. allowing pupils from different schools to sit exams together, if appropriate * Book in times to carry out oral exams |
| **February** |
| **March** |
| **April** |
| **April - May** | * Carry out orals, using BLAs |

**Bilingual Support for Community Language GCSEs**

The BLA will:

* attend at the dates and times agreed
* deliver the speaking exam & check recording in the presence of the school contact before leaving the school

The school will:

* provide past papers for pupils to complete before the first visit (please ensure this are completed in exam like conditions and without the help of dictionaries and/or parents)
* enter the student for the exam. Deadline for exam entry is usually mid-February of the year the exam will take place.
* provide recording equipment and instructions for practice sessions and exam session
* in line with safeguarding best practice, provide a safe, quiet venue for the speaking exam
* provide the BLA with any relevant paperwork prior to the exam
* ensure the sessions do not clash with any other timetabled requirements
* contact EMAS in the event of a candidate being absent on a session date
* check the recording after the speaking test is completed and sign to confirm
* provide EMAS with the pupils' results once received

**Costs for BLA support for Community Language GCSEs from EMAS:**

If you have purchased a **'general support package'** of EMAS (in addition to your membership) all GCSE support from our well-trained team of Bilingual Learning Assistants (BLAs) is included in the offer and, as such, there is **no additional cost** to you.

If you have only purchased **membership of EMAS**, we offer a 'pay-as-you-use' option with a one-off cost of **£230**.

This comprises:

* An early review of a pupil's written papers to assess suitability for entry into the exam
* Two preparatory sessions with the pupil to practice the oral component in the weeks leading up to the exam
* The oral examination itself

To ensure best practice, we will not ask our BLAs to only carry out the oral examination.

For all schools: please contact Ruth Nabholz-Duncan to arrange BLA support for your school.

[ruth.nabholz-duncan@portsmouthcc.gov.uk](mailto:ruth.nabholz-duncan@portsmouthcc.gov.uk)

023 92733130

If EMAS do not have a BLA available for the language that you wish to offer e.g. Japanese, there may still be some support available:

* Audit your staff and check with other schools locally - is there anyone that can help? EMAS can help you with this and also suggest other similar services to ours locally
* Consider your parental body and the wider community too - although not the student's family!
* There is a 'Secondary MFL Matters' group on Facebook which support with this nationally too

**Good Practice Example: St Edmund's Catholic Secondary School**

St Edmund's have entered over a hundred pupils for Community Language GCSEs over the last ten years, overseen by their Assessment and Data Manager, Jackie Robinson.

The school focuses solely on entering its Year 10 pupils, alongside some Year 11s who were new arrivals to the school, as this gives the pupils the maturity to cope with exams without overloading them during Year 11. The Assessment and Data Manager does not routinely enter pupils in KS3 as there is too much change in the 'on and off' roll figures and pupils do not always perform to their potential at such an early stage. Also, pupil results may not count for the school if they are taken too early and specifications change. There have been exceptions to this rule, one being a parental request and the other if a pupil has returned to the UK from a country that they had emigrated to for a number of years, with English being their first language.  This is normally in languages such as French, Spanish or Italian.

Firstly, in September each year the Assessment and Data Manager runs a SIMS report to find out which pupils have English as an additional language (EAL). From this list are removed all pupils for whom there is no GCSE currently available. The school does not currently enter pupils for the Cambridge iGCSEs as these are often very different from other MFL exams. The remaining pupils are then invited to a meeting in October. This is held in the school gym and run by a senior member of staff, such as the Deputy Head, to give the messages status. The Deputy discusses the opportunity available to the students and focuses on the benefits of taking additional language qualifications. EMAS' Bilingual Learning Assistants (BLAs) are also invited and attend alongside pupils wherever possible to support and reassure the students.

The pupils then leave with an individual pack, prepared by the Assessment and Data Manager, which contains a past paper for the pupil to attempt at home and a covering letter, translated where possible, asking parents to oversee their child taking the exam. The letter also has a return slip, asking parents to confirm their support for the pupil. The letter is included, overleaf.

The Assessment and Data Manager passes the completed past papers and slips to the BLAs to look at.  They then feedback their professional opinion as to whether the pupil has enough language skills in both English and the home language to obtain a good GCSE grade in the summer of Year 10.  The Assessment and Data Manager will then discuss with the relevant pupils that are not ready, and give them the opportunity to take the GCSE in Year 11, providing they can improve in their own time. She also makes them aware of the Board and the resources available on line as well as allowing them access to the past papers she stores.

After Christmas, the Assessment and Data Manager compiles her final list for entering the pupils for the February GCSE cut-off date. She then contacts EMAS and works with the BLA Deployment Manager to arrange a timetable of support leading up to the exams.

The BLAs initially report to the Assessment and Data Manager who shows them her library of past papers and discusses exam requirements, weightings etc. Then, the pupils are called in at arranged times, introduced to the BLA where necessary and the two of them then look at the completed past paper together, discussing any issues and areas for development

Following the initial meeting, follow-up sessions are then organised, normally between one and three per pupil depending on the pupil's ability in first language and confidence to tackle the exam and the date for carrying out the actual oral component of the GCSE is then set. CDs of the orals from the year before are also shared to give pointers to the new candidates and the Assessment and Data Manager has a carousel of past papers outside her room for the BLAs to use in the follow-up sessions. All of these appointments are recorded in a Language Log. Again, ensuring the smooth running of these preparation and exam sessions is time-consuming but essential if the best outcomes are to be achieved.  Doing everything to ensure pupils remember their appointments if vital otherwise they may need to be collected from class again, taking up time. This also wastes the BLAs' time and meaning that appointments run into each other.

The Assessment and Data Manager uses feedback from the exams to support both individually and more generically. To get higher levels needs time and training. However, she has found that there have been differences in the previous experiences and expertise of the BLAs, although most have now worked on GCSEs in their language, and so the time needed to support and guide them varies by individual. It is worth noting at this juncture that this does not make up part of a BLA's job description and some BLAs will need more support whilst others are more willing to take the initiative themselves. All have received some general central training.

Where EMAS does not support a language (for example Dutch and Japanese), the school works with EMAS and the wider school community to source an appropriate native speaker. This often incurs a cost and requires closer management and more training on the part of the school. The Assessment and Data Manager has also liaised with exam officers in other city schools and arranged to 'share' pupils and the necessary language expertise. However, this also entails additional work as someone has to take the pupil to the school, introduce them to the new person and get permission from parents to do this.

For the actual oral component of the GCSE, the Assessment and Data Manager takes the lead, booking a room close to her office so that she can troubleshoot any problems. She ensures that the Dictaphone is working, gives information to the BLA/other adult on the rules and regulations regarding exam conduct and makes copies of the recordings and all paperwork. She believes the success of the school is that one person sees the whole process through from start to finish. In fact, she also invites the BLAs back to the school on results day to share in the celebrations!

**Sample letter used by St Edmund's**

Dear <Salutation>

We have spoken to <forename> today, regarding sitting a GCSE in <his> home language.

<Forename> has been given some past papers to try, so <he> is able to get an idea of the level that is required. <Forename> must not only be able to speak <his> language but also be able to read and write in <his> first/home language.

Please could you ask your <son> to complete the papers to the best of <his> ability and return them along with the tear-off slip below indicating whether your child was able to understand the papers.

Should you have any questions or concerns, please do not hesitate to contact me.

Yours sincerely

…………………………..………….. (Assessment and Data Manager)

…………………………………………………………………

Dear ………..……………….

<Forename> <Surname> <reg>

🗆 <Forename> was able to understand the past papers. <He> can read and write in <his> home language.

🗆 <Forename> was unable to understand the past papers. <He> cannot read or write in <his> home/first language

Signed: ……………………………………………… Date: ….......................................

Print name: …………………………………..…………….