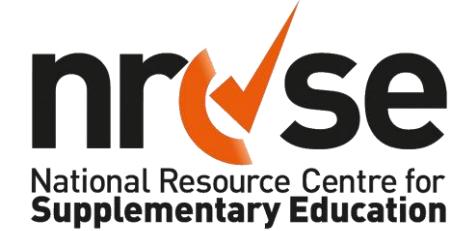


# CLEX

COMMUNITY LANGUAGE EXAMINATION CENTRE  
CENTRE NUMBER: 08558.

For supplementary schools/private  
language teachers teaching  
home/heritage languages to GCSE  
and A level



We are keen to partner with other  
consortia, please get in touch  
with [pascale@nrcse.org.uk](mailto:pascale@nrcse.org.uk)

# 2020 lockdown impact on ‘other’ languages

In May 2020, NRCSE held a webinar on how to approach exam centres and support the submission of CAGs. Language teachers from across England were given expert advice by Nuriye Mertcan, chair of the Turkish Education, Culture and Language Consortium, Shala White and Parvaneh Delavari of Rustam School, Aina Mamaeva and Evie Hill of Znaniye Russian School.

Over the following three weeks we received many desperate messages from supplementary schools telling us that their assessments were not being accepted by mainstream schools and pupils were being withdrawn from the exams with little information as to when or if they would be able to take the exams in the Autumn.\*

JCQ entry figures, collated and compared by Teresa Tinsley, show an exceedingly worrying 28% drop in entrants for ‘other’ languages.

NB ‘other’ languages only includes those with GCSEs available.

\* Community settings were getting this information via the parents as AOs and majority of mainstream schools make no contact with out-of-school settings teaching the students. Language Trends 2021 report p19

GCSE	2019	2020	Difference
<b>French</b>	130831	132036	1%
<b>Spanish</b>	102242	109594	7%
<b>German</b>	42791	42348	-1%
<b>Total French, German and Spanish</b>	<b>275864</b>	<b>283978</b>	<b>3%</b>
<b>Polish</b>	5704	2941	-48%
<b>Italian</b>	5331	3459	-35%
<b>Arabic</b>	4203	3034	-28%
<b>Chinese</b>	3201	2891	-10%
<b>Urdu</b>	3679	3212	-13%
<b>Portuguese</b>	2280	1538	-23%
<b>Russian</b>	2133	1499	-30%
<b>Turkish</b>	1656	1295	-22%
<b>Punjabi</b>	865	708	-18%
<b>Japanese</b>	698	610	-13%
<b>Bengali</b>	570	462	-19%
<b>Gujarati</b>	508	343	-22%
<b>Modern Hebrew</b>	378	510	35%
<b>Modern Greek</b>	589	459	-22%
<b>Persian</b>	388	215	-45%
<b>Total ‘other’ languages</b>	<b>32183</b>	<b>23076</b>	<b>-28%</b>
<b>Total all languages</b>	<b>308047</b>	<b>307154</b>	<b>0%</b>
<b>All subjects</b>	<b>5547447</b>	<b>5692464</b>	<b>3%</b>

# Preparing for 2021 examinations

Autumn 2020 - informal community languages strategy group discusses ways to ensure that those studying home/heritage languages are able to receive awards in 2021 after being denied CAGs in summer 2020. This includes consideration of guidance via ASCL for all schools.

NRCSE plans webinar with support from Pearson Edexcel to prepare community teachers for spoken language endorsements and support community settings to build relationships with schools.

Bernadette Clinton (MFL Consultant) and Andy Jackson (Gladesmore School, Hackney) share the following key tips for mainstream:

1. Do a survey of language skills when pupils start in year 7. Track the progress of the students from that point, checking on who is carrying on with their language learning.
2. Involve and listen to the parents about their child's language skills
3. Do an audit of your staff to ensure you know the language skills of your staff so that they can support heritage language speakers. As part of your recruitment process, include language skills in Desirable skills, especially the languages of your school community.

NRCSE adds – 4. At each stage of surveying pupils' language skills include questions to ascertain whether pupils are attending community settings for instruction

Teachers from ME Arabic School and MK Tamil School at Milton Keynes Academy



# Continued impact of Coronavirus pandemic

*January 2021, announcement that Summer 2021 exams will not be taking place*

13/1/21 – planned NRCSE webinar on how community language teachers should produce statements to support spoken language endorsements for their pupils expands to engage teachers in consultation launched by Secretary of State/Ofqual on how awards will be made

- *'It is important that there is a clear and accessible route for private candidates (candidates not taught at the centre where they are entered) to be assessed and receive a grade, and so the consultation should seek views on their options to do so.'*  
*Gavin Williamson MP, Secretary of State for Education*

150+ community teachers attend. Languages taught include: Arabic, Bengali, Chinese, French, German, Greek, Gujarati, Italian, Japanese, Persian, Polish, Portuguese, Russian, Tamil, Turkish.



Persian 'A' Level class at  
Rustam Supplementary School  
in Fortismere School, Haringey



# Vital support from APPG for ‘Community’ language entries for GCE and GCSE

- Approximately 30,000 students take a qualification in their ‘community’ language every year
  - The situation caused by cancellation of exams in 2020 and 2021 has highlighted that this cohort may be **systematically disadvantaged** in gaining these qualifications with many mainstream schools unilaterally withdrawing their students from ‘community languages’ exam entry.
  - The value of ‘community’ language examinations is recognised as strategically important to the country in terms of economic growth and exports; security, defence and international relations; social mobility and educational achievement of EAL pupils.
  - A majority of students entering ‘community language’ exams through their mainstream school do not study the subject in there, but in a community-led supplementary school setting.
  - With exams cancelled, a solution must be found to allow mainstream schools to submit a recommended grade to exam boards in ‘community languages’.
  - Requiring candidates in ‘community languages’ to sit an exam when candidates in other subjects are not required to do so would be unfair; any solution must be on the same basis as that for all other subjects.

In February 2021, and in response to pleas from teachers and parents, NRCSE establishes CLEx in partnership with the Turkish Language, Culture and Education Consortium, British Council/QFI Arabic Language and Culture Programme and with the support of Pearson Edexcel.

CLEx was established for a trial period to enable young people learning Arabic or Turkish out-of-school to receive a grade even though exams cancelled.

We explored the possibility of entering candidates attending classes at NRCSE member supplementary schools for other languages examined by Pearson Edexcel and subsequently extended the CLEx remit to include Russian and German.



# Pearson Edexcel GCSE and GCE Modern Languages

## Summer 2021 Update

NRCSE

First teaching in 2016, 2017, 2018

First assessment 2018, 2019, 2020



Public webinars for community teachers took place 13/1/21,  
11/3/21 and 1/4/21 – over 200 teachers attended

# CLEX team

- Head of Centre [Pascale Vassie OBE](#)
- Senior Leader with responsibility for examinations: [Nuriye Mertcan](#)
- Examinations Officer: [Emine Arzu Shevket](#)
- Centre administrator/Special Education Needs Coordinator: [Noura Salhani](#)
- Internal Quality Assessor for Turkish: [Nuriye Mertcan](#)
- Internal Quality Assessor for Arabic: [Sawsan Haffar](#)
- Internal Quality Assessor for German: Charlotte Schulze
- External Quality Assessors for Russian: Colin Wheatley and David Martin

All staff engaged on sessional basis and/or working pro bono.

Language and cultural expertise crucial element of CLEX set-up.

# CLEX entry process

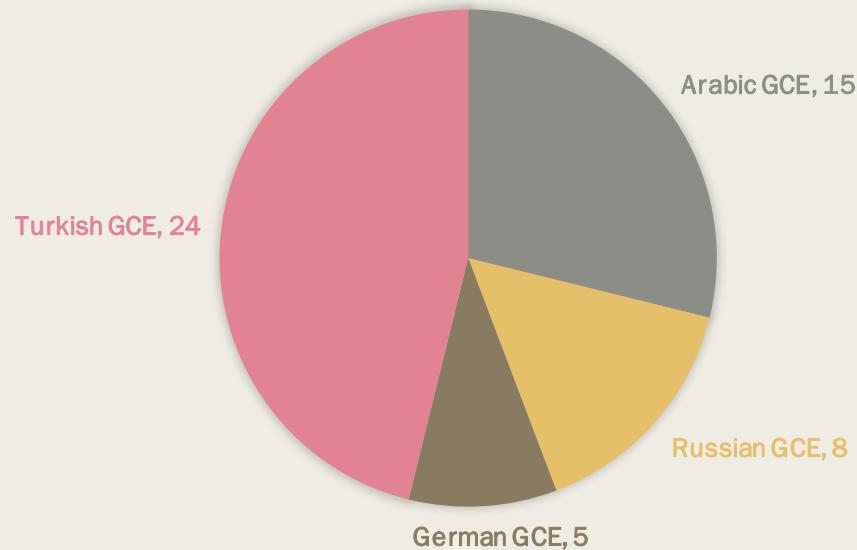
- Centre fees were kept low to facilitate access for students who would have anticipated being entered via their mainstream school\*. They were further subsidised following Government announcement of bursary for centres to facilitate entry of private candidates
- Initial expression of interest was completed by students
- Teacher and supplementary school details then checked to confirm students are attending regular classes and that teachers are willing to attend CLEX training and moderation sessions
- Last date for completed entry and payment of fee 19th April 2021

\* Language Trends 2021 report, p19 notes 70% of state schools entering pupils for ‘community’ language pay the exam fee

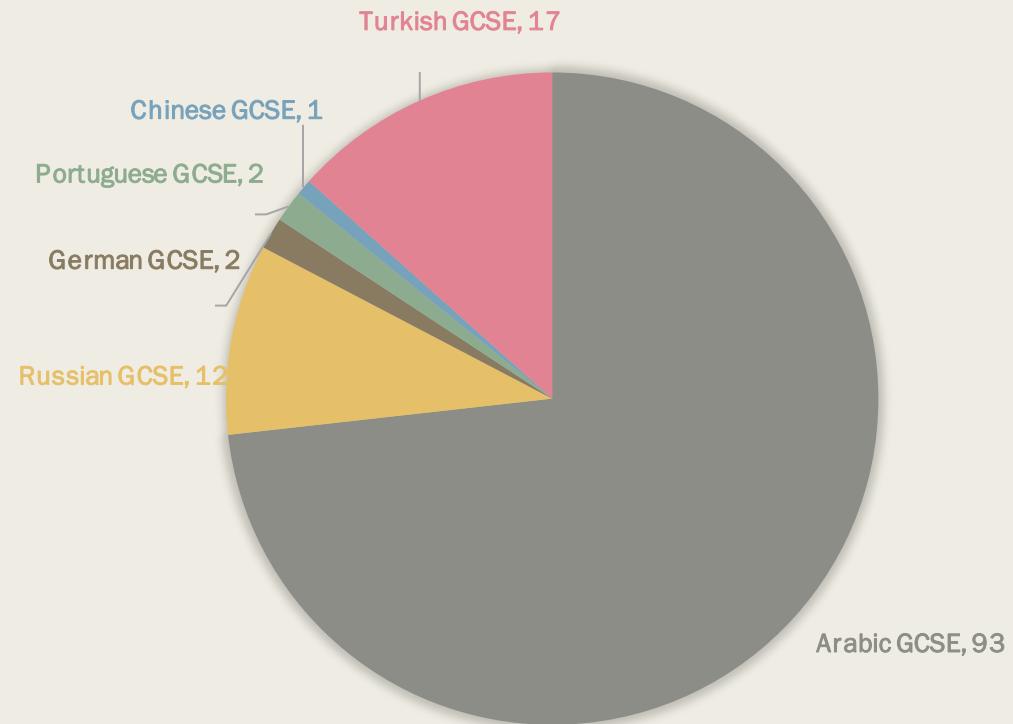
Exam	Students from NRCSE/TLCEC subscriber community settings	Private students with tutors/settings that have not subscribed to NRCSE
GCSE	£90	£140
GCE A Level	£125	£175

# Within four weeks...

A Level - 52 expressions of interest



GCSE - 127 expressions of Interest



Subject title: Russian

Subject Code: \_\_\_\_\_

Assessment and date	Type of Assessment (e.g. Examination Paper 2020, Paper 1)	Skill				Level of Control H, M, L (e.g. H)
		AO1	AO2	AO3	AO4	
Assessment 1: [Identifier]	CLEx controlled assessment Listening comprehension				H	
Assessment 2: [Identifier]						
Assessment 3: [Identifier]	CLEx controlled assessment reading comprehension				H	
Assessment 4: [Identifier]						
Assessment 5: [Identifier]						
Assessment 6: [Identifier]						
Speaking Endorsement	Assessment session					

If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:

Two months ago, I applied to join a practice course in information technology and communications in Kuwait. I am very happy today as I received the letter of acceptance. The next course will be throughout summer holiday and it will be 6 weeks long. I wanted to do this because I like it and I will study about it in 2 years time in university. After graduation I will work in my uncle's company in the capital.

Total for Question 10 = 7 marks

DO NOT WRITE IN THIS AREA

question 1:

1 Translate the following text from Arabic into English

In arabic  
and levels  
g. For example  
to the current  
are suffering  
large majority  
to the military  
it is not limited  
the issue occurring  
a lot of arabs  
traits or not  
reason behind  
the issue is that  
of people who  
their Country  
back home.

Arabic text for translation:

لأن العديد من الطلاب في بعض الدول العربية يعيشون في الخارج خارج بلادهم، مما يجعلهم عرضة لخطر التطرف والعنف. في بعض الدول، مثل سوريا ولبنان، يواجه الأشخاص الذين يعيشون في الخارج تحديات كبيرة بسبب الظروف政治和 social في بلادهم. في مصر، على سبيل المثال، يواجه الأشخاص الذين يعيشون في الخارج تحديات بسبب التوتر political بين مصر والدول المجاورة لها، مما يؤدي إلى اضطرابات وصراعات. في المغرب، على سبيل المثال، يواجه الأشخاص الذين يعيشون في الخارج تحديات بسبب التوتر political بين المغرب والجزائر، مما يؤدي إلى اضطرابات وصراعات. في تونس، على سبيل المثال، يواجه الأشخاص الذين يعيشون في الخارج تحديات بسبب التوتر political بين تونس والجزائر، مما يؤدي إلى اضطرابات وصراعات. في مصر، على سبيل المثال، يواجه الأشخاص الذين يعيشون في الخارج تحديات بسبب التوتر political بين مصر والدول المجاورة لها، مما يؤدي إلى اضطرابات وصراعات.

CLEx

## CLEx requirements for Summer 2021 entry

Realistic evidence required in order to permit CLEx to present teacher assessed grading:

- 90% attendance at weekly sessions with tutor
- Lessons set at a minimum of 1.5 hours a week
- Year 10 and above only for GCSE
- Year 12 and above only for A'Level
- Teachers to attend training and moderation meetings with CLEx IQAs to ensure consistency
- Use of Autumn series 2020 as mocks
- Additional assessment paper prepared by working party for May 2021

# CLEX approach to support and guidance for teachers less familiar with UK assessment process

Mentoring from experienced IQAs to teachers less familiar with assessment.

Additional support from IQAs of teacher assessed grades as appropriate.

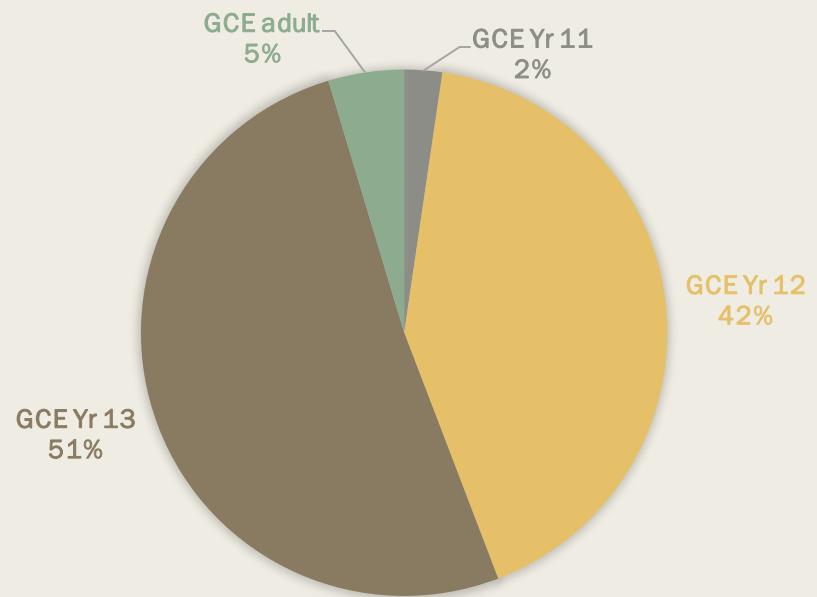
Bi-lingual training to ensure all teachers have an understanding of the JCQ and Awarding body requirements.

Staff with extensive experience of exam process on hand to answer questions from teachers as required.

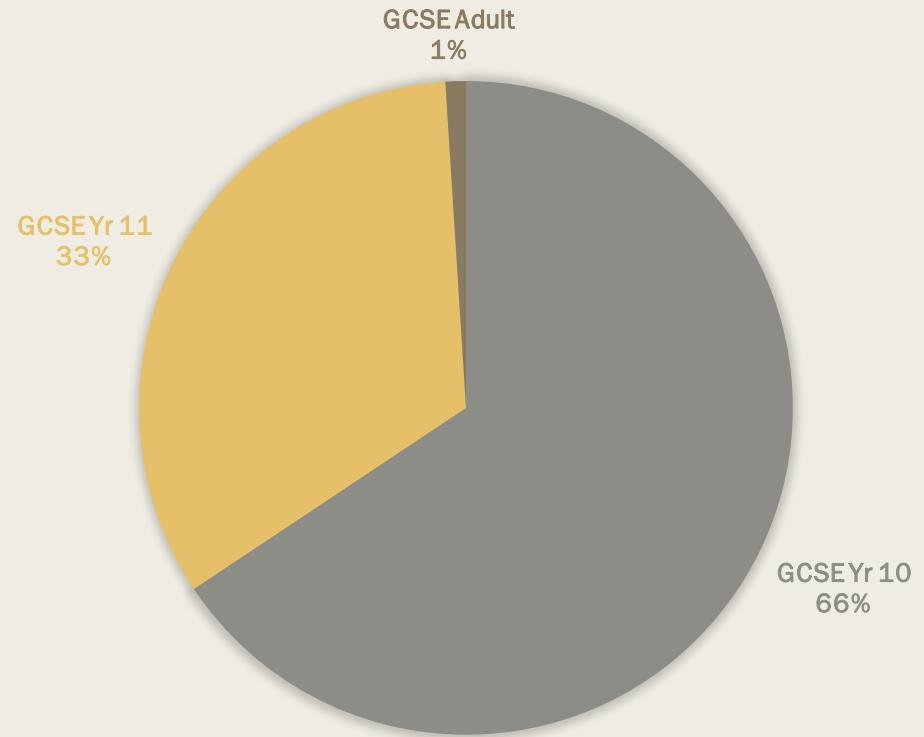
IQAs reviewed in detail the evidence submitted for TAGs from teachers less familiar with assessment.

# 141 final entries made

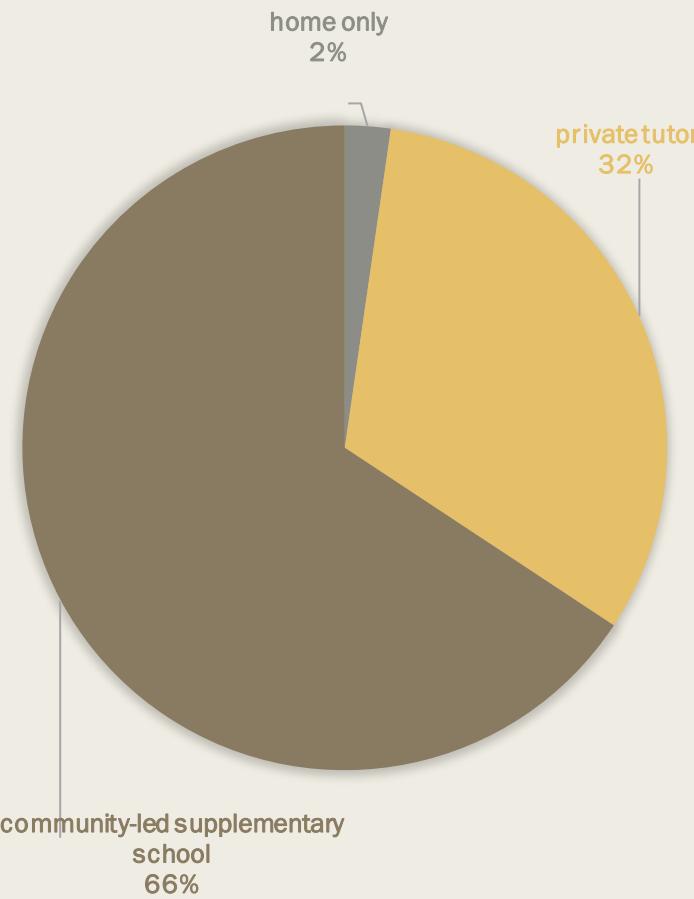
42 'A' Level entries by Yr group



99 GCSE entries by Yr group



## Where students expressing interest received tuition



# Next steps

- We are evaluating the success of CLEX and considering the need for a more permanent examination centre for students and teachers of home/heritage languages.
- The Government support to exam centres for entering private students will enable us to kickstart the establishment of a dedicated Community Language Examination Centre for England.
- It remains our firm belief that young people should be entered for their home/heritage languages by their mainstream schools. We can not accept, however, that so many young people were denied entry in 2020 and again in 2021, or the impact of this on future entries.



NRCSE ❤️ @SupplementaryEd · Jun 2

This amazing woman is a physics teacher and assistant principal @Dukes\_N17 @HaringeyEC She is #TLCEC chair @TRNCLondon AND! volunteering at #CLEx supporting community teachers to ensure 140 #communitylanguage learners receive #GCSE and #GCE awards they deserve 💪💯 @VolunteersWeek



# Thank you!

- to the amazing CLEx Team, to Vicky Gough, Philip Harding-Esch, Suzanne O'Farrell, Bernadette Clinton for constant support and encouragement;
- to the Turkish Language, Culture and Education Consortium and the British Council Arabic Language and Culture Programme in partnership with the Qatar Foundation International for partnering with us to deliver the Community Language Examination Centre and for championing community language learning, to the MFL team at Pearson.
- to all community teachers for participating and supporting young people to become proficient in mother-tongue and heritage languages;
- to our funders John Lyon's Charity and the Government Coronavirus Community Support Fund, distributed by The National Lottery Community Fund.
- NRCSE is a member-led organisation, the CLEx initiative is entirely self-funded, You can support us to extend our offer for a wider range of languages by subscribing and/or donating:
- <https://www.supplementaryeducation.org.uk/campaigns/donate/>