



## **BILINGUAL LEARNERS AND ACCREDITATION, 2009**

### ***National Curriculum Assessments, GCSE concessions, alternative accreditation for GCSE English and accreditation in languages other than English***

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# Teacher Assessment at the end of Key Stage 1

N.B. Numerical references refer to paragraphs in the National Curriculum Assessment and reporting arrangements document:

[http://www.naa.org.uk/libraryAssets/media/2009\\_KS1\\_ARA.pdf](http://www.naa.org.uk/libraryAssets/media/2009_KS1_ARA.pdf)

## 4.6 Children for whom the school is unable to make a teacher assessment

When a child arrives in school during key stage 1, the school should make every effort to make a teacher assessment, bearing in mind that teacher assessment does not need to be finalised until 4 July (or two weeks before the end of the summer term, whichever is earlier). If a child arrives too late in the summer term for this assessment to be carried out, then the child should be recorded as A for insufficient information. ***If the school cannot make an assessment because the child does not speak English, then the child should be reported as W in speaking and listening, reading and writing and D for disapplied for mathematics and science.***

***Where a child has been disapplied from all or part of the national curriculum, code D should be recorded for those parts of the statutory assessment arrangements that are included in the disapplication.***

Children who are not physically able to write and can only dictate their writing to an amanuensis should not have a teacher assessment for writing and should be recorded as D. See section 5.10 for further information.

Schools should write a short report, setting out the reasons why a teacher assessment will not be made. A copy of the report should be sent to:

- the child's parents, carers or guardians, who should be given an opportunity to discuss the report. Where a headteacher believes that a parent, carer or guardian may have difficulty in understanding the report, they should offer appropriate assistance, for example by providing an interpretation or translation of the documents or arranging to discuss them with the parents, carers or guardians
- the chair of the governing body
- the local authority assessment coordinator.

A copy should also be placed on the child's educational record. Schools could use the *Notification of disapplication from teacher assessment at key stage 1* form in order to complete this exercise. A copy of the form is available in the *Test forms* section of the NAA website at

<http://testforms.naa.org.uk/testforms/docs/2009/TemplatesNotifications/KS1/KS1%20Notif%20of%20disapplication.pdf>

Children should only be reported as A or D in a subject when moving on to the key stage 2 programme of study in the following school year. Children in mainstream or special schools remaining at key stage 1 should not be reported.

## 5.4 Assessing children who are working towards level 1

Children working towards level 1 should be assessed on their work completed in class throughout the year. It is optional to use the tasks with these children. Schools do not have to notify anyone if these children do not take the tasks.

***For school records, children new to English and working towards or at level 1 of the national curriculum in English should be assessed using the QCA English as an additional language steps as published in 'A language in common' available on the QCA website at***

***[http://www.qca.org.uk/libraryAssets/media/3359\\_language\\_in\\_common.pdf](http://www.qca.org.uk/libraryAssets/media/3359_language_in_common.pdf)***

The use of P scales is statutory for children with special educational needs who are working below level 1 of the national curriculum. Schools will need to use P scales to record and report the achievements of those children in the core subjects of English, mathematics and science. ***The P scales are not to be used to assess children with EAL at any age unless they have additional special educational needs.***

P scales are appropriate across key stage 1 and should be applied to children working towards national curriculum level 1 (i.e. level W – for working below the level of the task or test) who have been identified as having special educational needs.

***Staff working with children with EAL and whose performance is at or below level 1 of the national curriculum in English should not use the P scales performance indicators unless these children have additional special educational needs.***

## 5.9 Children who may need access arrangements

The tasks and tests are intended to assess children's ability in a fair and comparable way, with as many children as possible having access to them. During the development of the tasks and tests, advice on the suitability of questions is taken from a range of educational experts, special educational needs specialists, specialist teachers of children with EAL and specialists who use British Sign Language or other sign-supported communication. The tests are designed so that many children with special educational needs or disabilities can undertake them in their standard format. However, teachers may need to adapt the administrative arrangements for the tasks and tests so that some children can demonstrate their achievement. Access arrangements should neither advantage nor disadvantage individual children.

Teachers should decide whether any access arrangements are appropriate by considering carefully the assessment needs of individual children.

Access arrangements may be appropriate for:

- children with a statement of special educational needs as described in the *SEN code of practice* (reference DCSF 581/2001) available from DCSF publications on 0845 6022260 or on the DCSF *TeacherNet* website at [www.teachernet.gov.uk/SEN](http://www.teachernet.gov.uk/SEN)
- children for whom provision is being made in school at *School Action* or *School Action Plus* of the *SEN code of practice* and whose learning difficulty or disability significantly affects access to the tests
- children with a disability that does not give rise to a special educational need but requires alternative access arrangements

- children who are unable to sit and work at a task or test for a sustained period because of a disability or behavioural, emotional or social difficulty
- ***children for whom English is an additional language and who have limited fluency in English.***

### 5.11 The language of the tests and children's response language

***Some schools have language support staff to help particular children in their normal classes. Schools may choose to make these or other support staff available while the tasks and tests are taking place.***

In English, the tasks and tests are designed to test children's ability to read and write in English. ***The assessment must be conducted in English and children must respond in English, although when necessary the procedures of the tests may be given in the child's first language.***

In mathematics, the tasks and tests are designed to test children's mathematical knowledge, skills and understanding. Teachers and/or language support staff may translate the assessment materials or children's responses.

However, teachers should bear in mind that children with EAL or who use British Sign Language or other sign-supported communication may not be familiar with some subject vocabulary and technical terms in their first language. ***Schools will still be able to translate whole mathematics test papers for children with EAL and who regularly have their work translated. If translations are provided orally, the guidance in the Assistance for the written questions booklet included within the Teacher pack must be followed.***

## Statutory Attainment Tests at Key Stage 2

N.B. Numerical references refer to paragraphs in the National Curriculum Assessment and reporting arrangements document:

[http://www.naa.org.uk/libraryAssets/media/2009\\_KS2\\_ARA.pdf](http://www.naa.org.uk/libraryAssets/media/2009_KS2_ARA.pdf)

### 12.0 Access Arrangements

***The arrangements described in this section are adjustments that schools must consider in advance of the tests and should be based primarily on history of need and normal classroom practice for pupils with particular needs. Schools must have evidence to show that resources are routinely committed to providing this support.***

### 12.1 Who might need access arrangements?

To decide whether an individual pupil needs access arrangements, schools should consider:

- their assessment needs
- the type and amount of support that they receive as part of normal classroom practice.

The access arrangements described in the ARA may be appropriate for:

- pupils with a statement of special educational needs as described in the *Special educational needs (SEN) code of practice* (available from DCSF publications on 0845 6022260 or [www.teachernet.gov.uk/sen](http://www.teachernet.gov.uk/sen))
- or a local equivalent such as an Individual Pupil Resourcing Agreement (IPRA)
- pupils for whom provision is being made in school at *School Action* or *School Action Plus* of the *SEN code of practice*, and whose learning difficulty or disability significantly affects their ability to access the tests
- pupils who require alternative access arrangements because of a disability (which may or may not give rise to a special educational need)
- pupils who are unable to sit and work for a sustained period because of a disability or because of behavioural, emotional or social difficulties
- ***pupils with EAL and who have limited fluency in English.***

### 12.4 Additional time

Pupils with a statement of special educational needs are allowed up to 25 per cent additional time for written tests at the school's discretion. Schools do not have to request permission for additional time for pupils with a statement of special educational needs.

Pupils using modified large print or braille versions of the tests are automatically entitled to up to 100 per cent additional time. Pupils using enlarged print versions of the tests are not automatically entitled to additional time unless they have a statement of special educational needs, in which case they are allowed up to 25 per cent additional time for written tests at the school's discretion.

Pupils with permanent or long-term hearing loss, or who access the tests through the medium of sign language and who are using the modified versions of the mental mathematics test, are automatically entitled to up to 100 per cent additional time to complete the mental mathematics test.

***In all other cases, if a school feels that a pupil needs additional time to access a written test, it must request permission. Schools do not need to request permission for additional time for the spelling test, as this test is not strictly timed and the time quoted is for guidance only.***

#### Making an application for additional time

Applications for permission to provide additional time must be made online at <http://testforms.naa.org.uk/testforms/>

(see section 12.13 for details on accessing the *Test forms* section of the NAA website) during the period November 2008 to 5pm on 2 March 2009.

Applications from local authority maintained schools are processed by their local authority. Local authority maintained schools should contact their local authority key stage 2 assessment coordinator if they need advice on how to complete the application.

Applications from independent schools and academies are processed by the NAA. Independent schools and academies should contact the national curriculum tests helpline on 08700 60 60 40 if they need further advice on how to complete the application.

All requests for additional time must be submitted by 5pm on 2 March 2009. Applications will only be considered after this date if they relate to a pupil who joined the school on or after 1 February 2009 or whose special educational needs have recently significantly changed. To make an application after 2 March 2009, local authority maintained schools with pupils in this category should contact their local authority, and independent schools and academies should contact the national curriculum tests helpline on 08700 60 60 40 and ask to speak to the Additional time coordinator.

From time to time, schools should log in to the *Test forms* section of the NAA website at <http://testforms.naa.org.uk/testforms>

to respond to any requests for further information or to find out whether an application has been approved. All applications for additional time will be processed by 17 April 2009.

Each application for additional time is considered against the profile set out below.

***Pupils may be considered eligible for up to 25 per cent additional time if they meet one of the following criteria:***

***B1. Pupils with limited fluency in the English language – English as an additional language (EAL) – on level 1 (threshold or secure) or level 2 of the common scale for assessment provided in A language in common.***

- These pupils would be working below the level of the English tests and should not be entered for them. Additional time will not be granted for them. Additional time will

only be granted in mathematics and science for these pupils if they are working at the level of these tests.

- A language in common is available to download from the QCA website

[http://www.qca.org.uk/libraryAssets/media/3359\\_language\\_in\\_common.pdf](http://www.qca.org.uk/libraryAssets/media/3359_language_in_common.pdf)

and can be ordered from the QCA orderline on 08700 60 60 15 (price £4 plus postage and packing, reference QCA/00/584).

### **12.11 Arrangements for pupils with English as an additional Language**

***All arrangements for pupils with English as an additional language (EAL) must be based on normal classroom practice. All arrangements must be made in the best interest of the pupil. The school must have evidence that any support provided in the tests is also provided in the classroom.***

Pupils with EAL who are not working at the level of the tests should not be entered for the tests and should be entered as B on the attendance register. For further details, see section 6.2.

Pupils with EAL who have just arrived in the country and for whom the school has not been able to establish a level should not be entered for the tests and should be entered as T on the attendance register. For further details, see section 6.3.

For those pupils with EAL who are working at the level of the tests but cannot access them, see section 6.5 for further details.

If your pupils with EAL normally work in the English language in the classroom, they should also access the tests by reading and writing in English.

If your pupils with EAL use a combination of English and their first language in the classroom, the following options are available in the tests as long as this reflects normal practice in the classroom:

#### Mathematics and science tests

- the pupil can read the tests in English and answer in English
- the pupil can read the tests in English and answer in their first language. A transcript should then be made by the pupil's usual translator. The pupil's script, translated script and *Use of a transcript* form should then be sent to the marker. For further guidance on the *Use of a transcript* form, see section 12.6
- a reader can be provided to read the tests to the pupil in English and the pupil can then write their answer in English. No transcript is necessary
- a reader can be provided to read the tests to the pupil in English and the pupil can then write their answer in their first language. A transcript should then be made by the pupil's usual translator. The pupil's script, translated script and *Use of a transcript* form should then be sent to the marker. For further guidance on the *Use of a transcript* form, see section 12.6
- an oral translation can be given to the pupil by a translator at the time of the tests and the pupil writes their responses in English
- an oral translation can be given to the pupil by a translator at the time of the tests and the pupil writes their responses in their first language. A transcript should then be made by the pupil's usual translator. The pupil's script, translated script and *Use*

*of a transcript* form should then be sent to the marker. For further guidance on the *Use of a transcript* form, see section 12.6

- a written translation can be provided to the pupil and the pupil responds in English. No transcript is necessary
- a written translation can be provided to the pupil and the pupil responds in their first language. A transcript should then be made by the pupil's usual translator. The pupil's script, translated script and *Use of a transcript* notification form should then be sent to the marker. For further guidance on the *Use of a transcript* form, see section 12.6.

If written or oral translations are not normally provided in class, they should not be provided in the tests. Where oral translations or readers are provided, this must be on a one-to-one basis. If a pupil provides answers orally, this must also be on a one-to-one basis. If only one translator is available and several pupils require a translator, timetable variations should be considered. If written translations are normally provided in class, for the tests they should be made during the hour before the test is due to start. If, due to exceptional circumstances, it is not possible to complete the translation in the hour before the tests, an application needs to be made for one day's early opening. For further details, see section 12.3.

Please note that the headteacher is responsible for assuring the quality of any translation made.

For more information on access arrangements for the mental mathematics test for pupils with EAL, see section 12.12.

### English tests

The English tests are a test of a pupil's ability to read and write in English, therefore oral and written translations of the questions cannot be given. Only the general instructions (information on the front cover of the question paper and any directions that are not part of the actual questions) can be translated. No help may be given with reading or understanding the questions or passages of text on which questions are based.

Inappropriate use of translators may lead to annulment of the pupil's results.

### Preparing translators

Translations should be made at the time of the test. In exceptional circumstances, the school should apply for a timetable variation or early opening if a translator is not going to be available on the day.

Translators need to bear in mind that pupils with EAL may not be familiar with some subject vocabulary and technical terms in their preferred language and should be advised accordingly by the school.

Translators must not be related to the pupil requiring a translation.

## Providing information for Achievement and Attainment Tables

The guidance for **2009** is not yet available. The guidance below is from **2007**.

For further information, contact:

<https://www.aatchecking.com/>

Forvus helpline: 020 7819 1040

### **Pupils Recently Arrived from Overseas**

Pupils on roll at your school recently arrived from overseas with little or no English can be removed at school's discretion from the number of pupils eligible for KS2 SATs provided they meet all of the following criteria:

- they were admitted to an English school for the first time on, or after, the start of the 2006/2007 school year; and
- they arrived from overseas prior to their admission; and
- their first language is not English.

**N.B. Dialects of English such as Patois, Creole or Krio will not be accepted as a language other than English. Similarly, pupils from countries with an English language-based education system, such as Jamaica, will not be accepted.**

## GCSE and Concessions

Refer to the Joint Council for Qualifications, 'Arranging Access': [www.jcq.org.uk](http://www.jcq.org.uk)

- Use of bi-lingual dictionaries and up to a maximum of 25% extra time

It is possible to apply for these if

- (a) the candidate's first language is not English and he/she has been in the UK for less than two years prior to the date of the examination
- (b) one or more parents is not British born
- (c) the candidate has not been educated in an English speaking school abroad

- Electronic dictionaries may not be used
- Dictionaries must be held by the centre under secure conditions and thoroughly checked to ensure notes have not been enclosed
- The use of dictionaries is not permitted in English examinations or in Modern Foreign Languages examinations testing one of the languages of the dictionary (e.g. a Portuguese dictionary in a Spanish examination)

## Alternative accreditation for GCSE English

Appropriate accreditation is needed for some bilingual learners whose English is insufficiently developed for entry to GCSE English. A number of these exams are also valid internationally.

See: [http://en.wikipedia.org/wiki/English\\_language\\_learning\\_and\\_teaching](http://en.wikipedia.org/wiki/English_language_learning_and_teaching)

On the above link, in the section 'Exams for Learners', click on 'Category: English language tests'.

There follows a list of exams which are suitable as alternative accreditation in English for EAL students studying at Key stage 4 or above.

The following definitions should be noted:

**ESL** English as a second language

**ESOL** English for speakers of other languages

**EFL** English as a foreign language

### Alternative examinations:

#### 1. **EDEXCEL: ESOL Skills for Life**

<http://www.edexcel.com>

- Entry levels 1-3 and levels 1 and 2
- Paper set externally; marked internally and verified externally
- Speaking and listening, reading and writing can all be assessed separately
- Students have to be 16 before they can be entered

#### 2. **Trinity College London**

<http://www.trinitycollege.co.uk>

- Trinity College London offers several sets of ESOL exams: Graded Examinations in Spoken English at 12 levels; Integrated Skills in English (ISE), a suite of five exams; ESOL Skills for Life and ESOL for Work.

#### 3. **IELTS Level 6.5**

<http://www.ielts.org>

- (International English Language Testing System), accepted by most tertiary academic institutions in the UK, Australia, New Zealand and Canada, and by many in the USA.
- Not recommended for students under 16

#### 4. Pitman's ESOL

<http://www.pitmanqualifications.com/>

<http://www.cityandguilds.com/cps/rde/xchg/cgonline/hs.xsl/3450.html>

- A new ESOL qualification available at six levels benchmarked to the Common European Framework of Reference for Languages (CEFR)
- The upper levels (Expert and Mastery) are recognised by many English speaking universities as evidence of language proficiency for entry purposes
- Assessment by a single exam which covers listening, reading and writing

#### 5. Cambridge UCLES

<http://www.cambridgeesol.org/resources/teacher/index.html>

- Recognised by universities and employers around the world
- All exams aligned to CEFR
- Young Learners English: Starters; Movers; Flyers
- KET: Elementary level
- PET: Preliminary English Test - Intermediate level
- FCE: First Certificate in English – Upper Intermediate level
- CAE: Certificate in Advance English – Advanced level
- CPE: Certificate of Proficiency in English – very Advanced level

#### 7. City and Guilds

[http://www.cityandguilds.com/cps/rde/xchg/SID-016F2E44-](http://www.cityandguilds.com/cps/rde/xchg/SID-016F2E44-E1F68F6B/cgonline/hs.xsl/search_results.html?fQuery=ESOL&fChkGroup=UK&Submit=G)

[E1F68F6B/cgonline/hs.xsl/search\\_results.html?fQuery=ESOL&fChkGroup=UK&Submit=G](http://www.cityandguilds.com/cps/rde/xchg/SID-016F2E44-E1F68F6B/cgonline/hs.xsl/search_results.html?fQuery=ESOL&fChkGroup=UK&Submit=G)  
[o&callfrom=1&fSearchType=site](http://www.cityandguilds.com/cps/rde/xchg/SID-016F2E44-E1F68F6B/cgonline/hs.xsl/search_results.html?fQuery=ESOL&fChkGroup=UK&Submit=G)

- Spoken ESOL on demand examinations available at six levels: Preliminary, Access, Achiever, Communicator, Expert and Mastery

#### 8. Skills for Life

- ESOL learners in England, Wales and Northern Ireland usually take the national Skills for Life qualifications, which are offered by several exam boards:

<http://www.dfes.gov.uk/readwriteplus/LearningMaterialsESOL>

<http://www.dfes.gov.uk/readwriteplus/ESOL>

<http://www.edexcel.org.uk/quals/esol/>

<http://www.cambridgeesol.org/exams/general-english/sfl/learners.html>

#### 9. Other

- EFL learners in China may take the **College English Test**:

[http://en.wikipedia.org/wiki/College\\_English\\_Test](http://en.wikipedia.org/wiki/College_English_Test) (*explanation of test*)

<http://www.maycoll.co.uk/english/test.html> (*example test*)

<http://www.english-test.net/esl/english-grammar-test.html> (*example tests at different levels*)

- **TOEFL** (Test of English as a Foreign Language), an Educational Testing Service product, developed and used primarily for academic institutions in the

USA, and now widely accepted in tertiary institutions in Canada, New Zealand, Australia, the UK, and Ireland. The current test is Internet based, and is known as the TOEFL iBT. Used as a proxy for English for Academic Purposes:

[http://www.ets.org/portal/site/ets/menuitem.fab2360b1645a1de9b3a0779f1751509/?vgnextoid=69c0197a484f4010VgnVCM10000022f95190RCRD&WT.ac=Redirect\\_ets.org\\_toefl](http://www.ets.org/portal/site/ets/menuitem.fab2360b1645a1de9b3a0779f1751509/?vgnextoid=69c0197a484f4010VgnVCM10000022f95190RCRD&WT.ac=Redirect_ets.org_toefl)

<http://www.english-test.net/toefl> (*example tests*)

[http://esl.about.com/od/teoflexam/TOEFL\\_Test\\_of\\_English\\_as\\_a\\_Foreign\\_Language\\_Exam\\_Help.htm](http://esl.about.com/od/teoflexam/TOEFL_Test_of_English_as_a_Foreign_Language_Exam_Help.htm) (*example tests*)

- **TOEIC** (Test of English for International Communication), an Educational Testing Service product for Business English

<http://www.uk.toeic.eu/>

<http://www.english-test.net/toeic/> (*example tests*)

<http://www.examenglish.com/TOEIC/index.php> (*example tests*)

- **TWE** – Test of Written English

[http://www.eslbee.com/twe\\_practice\\_tests\\_timed.htm](http://www.eslbee.com/twe_practice_tests_timed.htm)

## Approaches to KS4 options for EAL students in Hounslow LEA

***N.B. The following information is taken from practice in Hounslow. Clearly Hounslow has a different BME population to B&NES, North Somerset and South Gloucestershire but it is hoped that the approaches may be seen as helpful.***

EAL as an option in Years 10/11 has been a regular feature of the courses offered in at least 40% of the secondary schools in Hounslow. Over recent years the average number of schools involved has been a minimum of 5 (out of 14). The impetus for this originally was to ensure the success of EAL students in core subjects, although the priority has traditionally been GCSE English and the achievement of grade C, a necessary requirement for students seeking university entrance.

Offering EAL on the timetable at KS4 increases the diversity of the option choices on offer and makes the curriculum more inclusive.

Over the last three years the focus of option group work has expanded under a more general heading of 'progression routes & alternative accreditation'. GCSE English is only one of a number of other courses on offer for EAL students seeking accreditation on the NQF or following a course which has validity for university entrance.

### Principles

- Embed the option group in usual school systems (e.g. reports, options booklet information, same patterns of assessment ... etc.).
- Treat this as explicitly taught time (e.g. with its own Scheme of Work ) with specific outcomes (e.g. completed assignments, final grades etc).

Below is a brief summary of current work taking place in option groups, and additional information on other courses:

Course	Rationale
AQA Entry Level Certificate	A possible alternative for late arriving students with limited educational backgrounds and new to English. The work links with AQA GCSE so the same texts can be used. The skills needed for Paper 1 can be adapted and students gain an NC Level (up to level 3)
GCSE English Lang/Lit	Students are taught additional coursework assignments so that they have wider range to choose from. The Anthology and set texts can be taught earlier. Specific grammar work and approaches to text level work can be reinforced (e.g. for Paper 1) as well as providing an invaluable space for enhancing knowledge of cultural aspects of language (idiom, literal v metaphorical etc)  The teacher should be closely linked to the English dept in terms of the selection of on-going work.

<b>Course</b>	<b>Rationale</b>
AQA Entry Level Literacy	A possible alternative for late arriving students with limited educational backgrounds and new to English.
IGCSE in ESL	This offers an alternative accreditation route for those students seeking to continue into the 6 <sup>th</sup> Form and university. The advantages for late-arriving students are that there is no coursework (just 2 papers) and the range of socio-cultural knowledge underpinning GCSE English is not as daunting. However, this exam is not suitable for all EAL students and a balance needs to be struck between the time devoted to this exam and potential Time that could be devoted to GCSE English. Students at KS4 also take GCSE English. <ul style="list-style-type: none"> <li>Note: May have to be taught outside of official time-tabled lessons.</li> </ul>
CLAIT	A basic ICT qualification offered to new arrivals, many of whom have missed out on basic ICT skills. The course covers word processing, spreadsheets and databases.

## **Accreditation in Languages other than English**

### **Asset Languages**

See: <http://www.assetlanguages.org.uk/>

This is a new assessment scheme for language learners of all ages and abilities from primary through to higher and adult education. Asset Languages is the assessment scheme for the DCSF Languages Ladder and is being developed by Cambridge Assessment through OCR and Cambridge ESOL, as part of the National Languages Strategy.

The qualifications are recognised and transferable.

- Asset languages are not about learning and testing particular words and phrases – they are a way of summarising what you can do in a language in general.
- They are taken in the classroom – no exam hall stress
- They can be taken at different points during the year
- They are available when students are ready
- They show that students are making progress as their skills develop
- They may be added to later in life

The Languages Ladder is made up of six stages:

1. Breakthrough
2. Preliminary
3. Intermediate
4. Advanced

5. Proficiency

6. Mastery

Each stage is further broken down into up to three smaller grades and four skill areas: listening, speaking, reading and writing.

For each grade and skill there is a corresponding 'Can Do' statement which describes what learners can do at certain levels, for example, '*I can talk about my plans for the future*'.

The assessment scheme is being developed in over 20 different languages so that learners can have their achievements recognised. It is planned to include more languages.

Current languages include:

Arabic	Hindi	Somali
Bengali	Italian	Spanish
Cantonese	Japanese	Swedish
French	Mandarin	Tamil
French (Welsh medium)	Panjabi	Turkish
German	Polish	Urdu
Greek	Portuguese	Welsh
Gujerati	Russian	Yoruba

### **Languages other than English offered by exam boards**

#### **1. EDEXCEL ([www.edexcel.com](http://www.edexcel.com))**

##### **GCSE**

Arabic	French	Italian	Modern Greek	Spanish
Chinese	German	Japanese	Russian	Urdu

#### **2. NVQ <http://www.edexcel.com/quals/nvq/lang/Pages/default.aspx>**

The language units are eligible for LSC funding for learners aged 16 – 18 and over 19.

Language units attract points for the DCSF School and College Achievement and Attainment Tables (formerly Performance Tables). Each Level 1 NVQ Language Unit attracts 7 points and contributes 5% towards the threshold. Each level 2 NVQ Language Unit attracts 12 points and contributes 5% towards the threshold.

##### **NVQ Level 1**

Arabic  
Chinese  
French  
German  
Italian  
Spanish  
Welsh

##### **NVQ Level 2**

Arabic  
Chinese  
French  
German  
Italian  
Spanish  
Welsh

##### **NVQ Level 3**

Arabic  
Chinese  
French  
German  
Italian  
Spanish  
Welsh

### 3. OCR [www.ocr.org.uk](http://www.ocr.org.uk)

#### GCSE

Dutch	German	Portuguese	Turkish
French	Gujarati	Spanish	

### 4. AQA [www.aqa.org.uk](http://www.aqa.org.uk)

#### GCSE

Bengali	German	Italian	Polish	Urdu
French	Modern Hebrew	Panjabi	Spanish	

### 5. WJEC [www.wjec.co.uk](http://www.wjec.co.uk)

#### GCSE

French	Spanish
German	Welsh

### 6. CCEA [www.ccea.org.uk](http://www.ccea.org.uk)

#### GCSE

French	German	Spanish
Gaeilge	Irish	

## 7. CIE: The University of Cambridge International Examinations

IGCSE (International General Certificate of Secondary Education) is an international qualification for 14 – 16 year olds (Key stage 4). It develops successful students, preparing them for their next steps in education, including progression to A and AS level. It also equips them with skills for immediate employment. It is an exam which tests students' proficiency in English Language and is a suitable alternative for EAL students at GCSE level. No coursework is involved.

A range of languages are also available as qualifications, as First, Second and Foreign Languages (see list below). Typically these courses would prepare students as follows:

First language courses: designed to hone language skills, developing the ability to communicate clearly, accurately and effectively, using a wide-ranging vocabulary, accurate grammar, spelling and punctuation; there is also a literature component.

Second language courses: prepares students who have a working knowledge of the languages to consolidate their understanding in order to progress in their academic/professional career; aims to achieve a level of practical communication ideal for everyday use and to form the basis for more in-depth study.

Foreign language courses: aims to develop the use of language for practical communication based on the four skills of listening, speaking, reading and writing; also aims to offer insights into the culture and civilisation of countries where the language is spoken.

Languages offered:

Afrikaans – first and second language  
Arabic – first and foreign language  
Chinese (Mandarin) – first and foreign lang.  
Czech – first language  
Dutch – first and foreign language  
French – first and foreign language  
German – first and foreign language  
Greek – foreign language  
  
Hindi – second language  
Indonesian – foreign language

Isizulu – secondary language  
Japanese – first and foreign language  
Korean – first language  
Latin  
Malay – foreign language  
Portuguese – first and foreign language  
Russian – first language  
Spanish – first and foreign language;  
literature  
Thai – first language  
Turkish – first language