![Pearson logo]

GCE Modern Foreign Languages Conducting Speaking assessment

Administrative Support Guide

Summer 2025

GCE Modern Foreign Languages

French 9FR0   German 9GN0   Spanish 9SP0

Chinese 9CN0   Italian 9IN0   Russian 9RU0

This document should be read in conjunction with the subject specification found on the Pearson website.

Contact information

To contact our assessment or teaching support teams, please use the [contact form](#) on our website and select the relevant support categories.

January 2025

Contents

Introduction

This guide provides support for centres entering candidates for A Level Chinese, French, German, Italian, Russian and Spanish oral examinations – Paper 3.

Oral examinations must be conducted within the speaking window – please see dates below.

Candidate recordings must be submitted digitally to Pearson using the digital Learner Work Transfer portal. We no longer accept recordings via USB/CD.

Key dates

The deadline for entries is **21 February 2025.**

Packs can be accessed three working days before the oral window starts.
For summer 2025 this means the earliest date is from **Friday 4th April.**

The speaking assessment period is from **Wednesday 9th April – Wednesday 14th May 2025.**

The submission deadline for GCE MFL is **two working days** after the final A Level speaking exam for that language has taken place in the centre. The final submission deadline is therefore **Friday 16th May 2024**.

Assessment options

	A Level oral exam
	Teacher conducted, externally assessed
Chinese	9CN0 3(M) or 9CN0 3(C)
French	9FR0 3(A)
German	9GN0 3(A)
Italian	9IN0 3(A)
Russian	9RU0 3(A)
Spanish	9SP0 3(A)

When making an entry for Chinese, use option 3M for Mandarin and option 3C for Cantonese.

Arranging Speaking Assessments

In centres where the language is not taught, or it is not possible to conduct oral assessments, one of the following arrangements can be made.

Please note that conducting speaking exams remotely is not permitted unless undertaken through the Remote Oral Examiner Service that Pearson provides. For more information on the [Remote Oral Examiner Service](#) see below.

1. Consortium Arrangement

A nearby centre where the language is taught could be contacted and asked to accommodate the candidate for the oral exam. Candidates from different centres may be taught and assessed together but entered through the centre at which they are enrolled. In such cases, you will need to let us know that your centre wishes to be treated as a consortium. You can do this by submitting the online form, accessed via the **[Centre Admin Portal (CAP):](#)** .

Pearson needs to be aware that you are working as a consortium centre in order to allocate the same examiner to all centres covered by the arrangement. Students must be entered by their 'home' centre but their work must be submitted by the host centre conducting the assessment.

Please be aware if you have students that are entered at your centre, but for any reason cannot complete their oral examination at the same centre, the consortia guidelines must still be followed – this is not a transferred candidate.

For more information on consortia arrangements, please refer to [JCQ guidance](#) on their website.

2. Private Tutor

The candidate's private tutor could be asked to conduct the oral exam(s). In this case the head of the centre must be satisfied that the tutor:

- can appropriately be admitted to the centre and must not be related to the candidate
- is suitably qualified and experienced in the subject and aware of the oral exam requirements and security requirements
- can maintain clear lines of communication with the centre for the practical arrangements for the oral exam
- understands that Pearson cannot offer teachers/examiners/tutors any financial remuneration.

3. Visiting Examiners

A Visiting Examiner service can be provided for centres. Here, a Pearson appointed examiner conducts the speaking component of the A Level examination at the centre.

This service is provided for the following subjects in 2025:

Subject	Unit
French	9FR0 3B
German	9GN0 3B
Spanish	9SP0 3B

For French, German and Spanish please make an entry via Edexcel Online using Option B e.g. 9FR0 3B. This will request the Visiting Examiner and you will then be contacted by the examiner to make arrangements. If you have not heard from a Pearson appointed examiner up to two weeks after the entry deadline of the 21st February or you have entered after the deadline, please email alevel.mfl@pearson.com

The maximum number of tests that can be conducted in a day is 10. Centres with more than 10 candidates will have to have their exams conducted over more than 1 day. Centres are requested to be as flexible as possible when arranging dates with the visiting examiner as it is not always possible to accommodate specific dates. Candidates must be available for the exam on the agreed date.

Pearson staff or representatives of Pearson should never be left on their own with students and will withdraw their services rather than find themselves in this situation. It is the responsibility of the centre to provide an environment where Pearson representatives can carry out their duties without the likelihood of finding themselves left unsupervised with students. For more information regarding the Child Protection Policy please go to Pearson website at the following link: http://www.edexcel.com/policies.

The visiting examiner will NOT be able to conduct the speaking examination if no other adult is present. Centres are required to ensure that a responsible adult (not a member of staff that has prepared the candidate for the exam and it is advisable they do not speak the language) is available to act as chaperone for each speaking exam. If you have any safeguarding concerns, please follow the safeguarding procedures and policies for the centre.

Centres working as a consortium must ensure that all relevant paperwork is at the host centre on the day of the exam. The Independent Research Project Form (RP3) must be sent to the examiner at least three weeks prior to the date of the speaking exam.

If you have any concerns about how the visiting examiner conducted the assessment, please contact alevel.mfl@pearson.com immediately.

Please note that conducting speaking exams remotely outside of the Remote Oral Examiner Service is not permitted.

4. Remote Oral Examiner Service (ROES) previously London Centre Orals (LCOs)

In centres where the target language is not taught and cannot be examined, and an accessible host centre cannot be found, individual candidates can be entered to sit the exam using the Remote Oral Examiner Service (ROES).

The oral exam will take place at the examination centre of the candidate with a Pearson-appointed examiner conducting the oral exam remotely online. The remote examiner will NOT be able to conduct the speaking examination if no other adult is present. Centres are required to ensure that a responsible adult (not a member of staff that has prepared the candidate for the exam and it is advisable they do not speak the language) is available to act as chaperone for each speaking exam. If you have any safeguarding concerns, please follow the safeguarding procedures and policies for the centre.

Pearson staff or representatives of Pearson should never be left on their own with children and will withdraw their services rather than find themselves in this situation. It is the responsibility of the centre to provide an environment where Pearson representatives can carry out their duties without the likelihood of finding themselves left unsupervised with children. For more information regarding the Child Protection Policy please go to Pearson website at the following link: http://www.edexcel.com/policies

The centre must ensure they have access to a video and sound link for the oral exam. **Please note that conducting speaking exams remotely outside of this service is not permitted.**

The Remote Oral Examination Service is provided for the following subjects in 2025:

Subject	Unit
French	9FR0 3 (A)
German	9GN0 3 (A)
Spanish	9SP0 3 (A)
Italian	9IN0 3 (A)
Russian	9RU0 3 (A)
Chinese	9CN0 3M/3C

Centres using the Remote Oral Examiner Service must ensure that the RP3 is submitted three weeks prior to the date that you have booked for the exam. If there is any issue with this, please contact the service at remoteoralexaminerservice@pearson.com. However, we do ask for the RP3 and CS4 documents as early as possible.

For further information about the booking window, links and fees, documentation submission please refer to the ROES 2025 Important Information. If, after reading the Important Information document you still need extra information, please email us at remoteoralexaminerservice@pearson.com.

Preparation for the oral exam

Please note that the assessment period will not always be the same period from one year to the next, so teachers must ensure that oral exams are scheduled within the speaking window. For information on the dates of the speaking window please see MFL FAQs

Documentation

For GCE A level, the candidate speaking authentication sheet (CS4 form) and the Independent Research Project form (RP3 form) **must** be submitted with the candidate recordings. Both these documents can be found in Forms and Administration / Candidate Record for each subject. Here is a link to the section for one subject but the forms are the same for each subject.

Please ensure you provide candidates with the editable, Word version of these forms, which can be downloaded from our qualification webpages. These forms can be completed on-screen, with typed names in lieu of digital signatures. Please do not print and scan CS4 or RP3 forms; this creates additional workload for schools and for examiners, as scanned documents can be very difficult to read.

Candidates **must** submit their completed Independent Research Project form (RP3) to the teacher-examiner **three weeks before the date of the assessment**. The purpose of submitting these forms in advance is to enable teacher-examiners to prepare for the Task 2 discussion.

The teacher-examiner is the class teacher who will be conducting the orals or the visiting examiner (if using the visiting examiner service or the Remote Oral Examiner Service).

Please note that is only for the Remote Oral Examiner Service (ROES) that the RP3 needs to be submitted to the service in all other circumstances the RP3 form does not need to be submitted to Pearson Edexcel in advance of the speaking assessment. However, it must be submitted on Learner Work Transfer, with the recording and the CS4 form, within two working days of the assessments for that language qualification being completed in the centre. In the case of the Remote Oral Examiner Service, the recording will be submitted by Pearson Edexcel, but the RP3 and CS4 forms must be submitted by the centre.

Preparing and storing speaking materials

Teachers may open the materials up to three working days before the speaking window opens. They can be opened on **Friday 4th April 2025**.

Exam papers must not be photocopied or scanned. If centres wish to have additional copies of the assessment materials to enable multiple teacher-examiners to conduct examinations simultaneously, an electronic version of the secure speaking assessment materials will also be made available (with restricted access) on the Pearson website (under the "Exam materials" tab for each A Level language). Only the registered Examinations Officer will be able to access these gold-padlocked materials.

The teacher-examiner responsible for the conduct of the speaking assessments is required to preserve absolutely the confidentiality of all the speaking assessment materials: these materials must be handed back to the Examinations Officer upon completion of the assessments and must be kept secure until **the end of October.**

It is expected that a record will be kept in each centre of the planned speaking assessment dates along with the details of the teacher-examiner(s) conducting the assessments, and that this information will be available both prior to, and during the speaking assessment period.

The assessment materials must **not** be removed from the centre premises.

Reminder: Teacher-examiner(s) must not access the secure assessment materials before **4th April 2025.**

Gender-neutral language

If a candidate wishes to use gender-neutral language in their speaking assessment, this should be agreed with the teacher-examiner in advance. Please see our [guidance on using gender-neutral language in assessments](#).

Recording requirements

Please note that centres must supply their own recording equipment. All recording equipment must be tested prior to use. Pearson Edexcel cannot recommend specific equipment to use for recording purposes, nor can we provide technical advice on their operation.

We recommend that the oral assessments take place where all background noise can be kept to a minimum. All recording equipment must be checked to confirm that tests will be recorded clearly without technological fault. Teachers are advised to record and play back a brief test recording before starting. Speaking assessments must only be digitally recorded.

The controls of the recording equipment must be adjusted to a suitable level to ensure there is minimum background noise. The microphone and/or recording device must be placed as close to the **candidate** as possible. If required, please use an omnidirectional microphone or two microphones: one for the candidate and one for the teacher/examiner.

Pearson Edexcel **only** accepts recordings in the following formats:

.mp3	.wav	.m4a	.wma	.aif	.aiff
.mpeg	.vlc	.ogg	.oga	.mid	.midi

A full list of supported files can be found [here](#).

If centres record the oral assessment in a different digital format, they must convert the recording to one of the above accepted formats before submitting them to Pearson Edexcel.

Complete, unedited recordings of all assessments must be submitted to Pearson Edexcel for external marking. These must be submitted via the digital Learner Work Transfer portal (LWT). Details on using the portal can be found from page 19 of this document onwards.

All recordings must be clearly labelled so that the centre and candidates can be easily identified. Please use the following labelling convention: [unit number]_[centre number]_[candidate number]_[surname]_[first letter of first name]. For example: 9FR0_3_12345_0012_Bloggs_J

Please note that candidate recordings must be submitted within two working days of the final speaking examination. They must be submitted by **Friday 16th May 2025.**

Conducting the examination

A quiet room (free from interruption and where background noise is limited) is required for the speaking assessments. Only one candidate is to be examined at a time. Normally, no other person other than the teacher-examiner conducting the assessment and the candidate should be present in the examination room except for Visiting Examiners or for the Remote Oral Examiner Service. However, please ensure that you follow [JCQ guidance](#) and your own centre policy regarding additional individuals being present in the examination room(s).

Teachers must arrange to meet with all candidates before the exam begins, explaining the procedure in English.

Before the oral examination begins, teachers must do their utmost to put their candidates at ease. Try to create an atmosphere in which candidates feel they have the opportunity to perform to their best ability.

1. At the start of the recording the centre number and name of teacher/examiner must be announced. At the start of each oral exam the name and candidate number must be announced along with the oral exam name, i.e., GCE French. Please do not pause the recording during the exam as this will affect the integrity of the assessment.

2. Encourage candidates to produce their best performance but be careful not to press on questions of a certain difficulty if it becomes clear a candidate is not performing at that level.

3. Candidates' notes prepared during the 5 minutes immediately before the exam must be taken from them at the end of the exam and kept until October. It is strongly advised candidates take a copy of their RP3 form to the exam.

4. Your interventions (questions, instructions, comments) must always build on and develop flexibly on what candidates have said. Never use a rigid, pre-determined sequence of prepared questions.

5. Apart from part 1 of the Independent Research Project, candidates must not be allowed to produce rehearsed speeches. They must be encouraged to speak independently and spontaneously. Candidates whose utterances are wholly pre-learnt or over-rehearsed must be deflected into a more productive mode. Reading a pre-learnt script or producing a speech will not meet all the criteria in the mark scheme which may result in a loss of marks or being investigated for malpractice.

6. If candidates seek information or opinions from you, your reply must be minimal.

7. **Immediately** after completion of the assessment, check the recording. If there has been an issue with the recording, the candidate can sit the assessment immediately, but with the next set of task cards.

During or after the speaking assessments, teachers/examiners **must not** make comments on the performance to the candidate or to anybody else.

For further information on administering the assessments, please use the following videos [Bitesize Videos for GCE Languages](#)

Assessment summary – A Level Paper 3

Students complete 2 tasks

Tasks	Timing	Marks
1	6 to 7 minutes	30 Marks
2	10 to 11 minutes	42 Marks

Total assessment time: 21 to 23 minutes (16 to 18 minutes of speaking plus 5 minutes' preparation time for Task 1).

Total assessment marks: 72 marks.

Recommended timings have been given for each task to enable the students to complete each one in sufficient time to access the full range of assessment criteria for both tasks.

Task 1 (discussion on a theme)

Three different stimulus cards are produced by Pearson for each of the four themes (one for each sub-theme), giving a total of twelve stimulus cards. These are issued on a random allocation basis following the order prescribed by Pearson.

The student is given a choice of two cards on two different sub-themes following the sequence outlined by Pearson on the day of assessment.

The student should be told the choice of sub-themes in English by the invigilator immediately before the start of the preparation time, using the wording for the sub-themes given on the sequencing grid, i.e. 'You may choose either media, or festivals and traditions.' The stimulus card **must not** be changed even if their Independent Research Project happens to have similarities.

The student must not see the contents of either card until they have chosen the sub-theme, after which they will be given one of the cards. The preparation time of 5 minutes begins immediately after the student receives the card. The 5 minutes is

for students to prepare their thoughts for this task and to make notes that they can refer to during their discussion (maximum of one side of A4 paper).

The invigilator will be supervising the student at this point. The teacher-examiner is only responsible for conducting the assessment, not for providing the stimulus cards.

Each stimulus card contains two statements (A and B), offering different views on the sub- theme. Students select one statement from the two given on the stimulus card during their 5-minute preparation time and can choose to support the statement or disagree with it during their discussion.

Task 1 follows immediately after the 5 minutes' preparation time so students can recall their prepared thoughts easily. The student must tell the teacher-examiner which statement they have chosen immediately before the discussion begins.

Students have approximately 6 to 7 minutes' discussion time for this task.

There are two parts to the discussion:

Part 1: The teacher/examiner asks the compulsory questions on the card. The teacher/examiner then helps to develop the discussion by asking appropriate follow-up questions relating to the statement on the stimulus card.

For example, ask questions 1 and 2 as printed on the card then ask a 3rd question linked to the sub-topic of the card. After this move away to ask questions on the wider theme: '1, 2, 3 and away'.

Part 2: The teacher/examiner then broadens the discussion to cover other aspects of the overall theme. Optional generic questions are provided by Pearson as a guide to the kind of questions the teacher/examiner must ask to enable the student to meet the requirements of the assessment criteria. The questions should elicit examples and information to enable candidates to demonstrate their knowledge and understanding of the cultural and social context, and to analyse aspects of the theme by developing and justifying arguments and forming conclusions.

Task 2 (presentation and discussion of the Independent Research Project)

Students have approximately 10 to 11 minutes for this task. There are two parts to this task.

Part 1: The discussion must open with a presentation from the student in which they provide a summary of the **two** chosen **written** sources they have used as part of their research, outlining the authors' main points/ideas and giving a personal response to what they have read. The presentation must **not** exceed two minutes. In this part of the task, students are assessed on their ability to respond in speech to written sources.

Part 2: The discussion must be broadened out to a wider exploration of the content of the student's presentation and of their research as a whole. The teacher/examiner must use the key findings and list of sources on form RP3 (available from the relevant subject page on the Pearson website and in the appendices to this guide) to help them formulate their own questions.

Optional generic questions are provided by Pearson in the Teacher Booklet as a guide to the questions the teacher/examiner must ask in order to enable the student to meet the requirements of the assessment criteria. The questions should elicit examples and information to enable candidates to demonstrate their knowledge and understanding of the cultural and social context, and to analyse aspects of the theme by developing and justifying arguments and forming conclusions.

In both tasks, students are expected to ask questions that elicit opinions as part of the natural discourse and to confirm that their own points of view have been understood (see guidance provided on *Elicit points of view / check for understanding* beneath the mark grids for Interaction (AO1) in the specification).

During the two-minute presentation in Task 2, candidates **must** name the two sources stated on their RP3 form.   In the most successful presentations, well-prepared candidates did the 'Magic 6' that is to say they did the following:

1. Name source 1
2. Name source 2
3. Summarise Source 1
4. Summarise Source 2
5. React to Source 1
6. React to Source 2

Students are also expected to take the lead in the discussions. The teacher/examiner will cover all parts of each task and ask appropriate questions to ensure that the student is able to access the maximum number of marks available.

The speaking assessment will last between 16 to 18 minutes in total and the teacher/examiner will ensure that timings are followed. The timing of the assessment begins with the student's first utterance in relation to Task 1. The recording will not stop after Task 1.

Once the maximum stipulated assessment time has passed, the teacher/examiner will bring the assessment to a natural end, allowing the student to complete their last sentence. They will turn off the recording device at that point.

Centres must be aware that students will not receive any marks for any conversation that takes place beyond the maximum time allowed.

Guidance on the Independent Research Project (IRP)

For the purposes of the assessment, independent research means research carried out without the help or instruction of others, including teachers. The IRP may be based on any of the four themes of study or on a subject of interest of the student's choosing but must relate to the cultural and social context of the language studied.

The IRP must not be based on one of the literary works or films studied for Paper 2 but can focus on a wider exploration of the author or filmmaker of those works studied. For example, if studying a novel by a particular author for Paper 2, the independent research **must not** focus on that novel as it would be a duplication of content. However, it could focus on the life of the author or the aspects that motivated the author in the broader sense.

The IRP must:

- be based on a question or statement defined and developed by the student individually to investigate a particular area of interest specifically related to the culture and/or society of one of the target language countries or communities.

- include evidence of the student's research findings, investigated independently, from a range of authentic sources, including the internet.

- enable the student independently to contextualise, analyse and summarise findings.

- enable the student to identify at least **two written** sources, which they can summarise and give a personal response to in their presentation.

The RP3 form outlines the project statement/question, the findings and the sources of the Independent Research Project. It must be submitted to the teacher-examiner who will be conducting the oral no later than three weeks before the date of the speaking examination. Forms **must** be filled out in English (although the title can be in either English or the target language), but sources titles **must** be written in the target language.

The title of the IRP should be a statement or a question. When the title of the IRP is a literary work, the sources used for the presentation cannot include the work itself. If the title of the IRP is a critical evaluation of the work (for example: 'How does the author represent women in his works?') then the sources could include works by that author.

Independent Research Project – suggested scheme of work

Stage	Description
1. Pre-independent research	The teacher gives instruction on how to conduct research, find suitable resources and how to analyse information. Initial conversations with the teacher on possible questions or statements that the student may use for their independent research project. Subsequent to the above, the student must independently develop the focus of their question or statement. The teacher checks that the student's question or statement will allow the student to access the full range of marks.
2. Independent research	The student conducts research to find and select appropriate sources (including written sources). The teacher monitors the project by giving general feedback.
3. Analysis of information	Students record the 6–10 key findings of their research on form RP3 and prepare to give information about and analyse their findings, ensuring that all material is clearly linked to the target language culture. In preparation for their two-minute presentation, students prepare to summarise the main points/ideas from at least two of the written sources they have used as part of their research and to give a relevant personal response.

It is recommended that students start the identification stage as early as possible in the academic year. However, learning hours for the independent research project are not specified because the process of information collation and investigation are undertaken independently. Students must be prepared to talk in detail about their subject of interest for 10–11 minutes.

Non-taught speakers and individual/private candidates

Centres are sometimes requested to enter candidates for language assessments which are not taught as part of the centre's curriculum.

Centres must not enter non-taught or individual/private candidates unless there is a member of staff willing to provide the necessary help and guidance for this option.

The oral tests at GCE A Level require research and preparation by candidates and specific requirements are laid down in the specification and in line with the

Joint Council for Qualifications (JCQ) Guidelines. All candidates must be made aware of these requirements in advance of the examination.

Sequence of stimulus cards for speaking examinations

To avoid duplication of stimuli, candidates must be given the cards in the sequence and combination prescribed in the teacher/examiner booklet (exam paper). If you conduct more than 12 speaking examinations in a day, i.e. in the morning, afternoon and evening sessions, after the 12th candidate you should start at the beginning of the sequence again. You must not deviate from this sequence even where there are similarities between the research project and the task card.

If you have a break in the examination schedule, i.e. morning break or lunchtime, start the next candidate by continuing with the order of the sequence from the earlier session. For example, if candidate 4 conducted their examination before morning break, the next candidate after the morning break would be candidate 5.

If you are conducting examinations on more than one day, start each new day at the beginning of the sequence.

If two teachers/examiners are conducting exams simultaneously, they both must start from the beginning or the randomisation grid and follow the prescribed order.

Oral exam FAQs

What must I do if the recording equipment malfunctions during the recording? The candidate's assessment has not been recorded and cannot be heard.

Any candidate whose speaking assessment has only been partially recorded (minimum of 8 minutes) or has not been recorded successfully due to a technical issue or malfunction of the recording equipment, **must re-sit the examination immediately where possible. In the event where they are unable to resit the assessment immediately, contact your Exams Officer in the first instance or the [Pearson Helpdesk](#).**

Candidates must be provided with a different stimulus card for Task 1.
If the candidate's speaking assessment cannot be heard, no marks can be awarded.

What do I do if the candidate becomes distressed during the assessment and is unable to continue?

The candidate should be encouraged to continue. If they are unable to, the recording must be stopped and all assessment material collected in from the candidate at this time.

The candidate may be allowed suitable time to recover, with supervision, if the assessment can be restarted after a suitable period of time on the same day of the scheduled assessment.

It is at the centre's discretion as to how to proceed in these circumstances. If the majority of the assessment had been completed prior to the candidate's distress (minimum 14 minutes) the centre may consider submitting the recording for marking and applying for special consideration for the candidate - if it is clear they had a justifiable reason for the distress.

If only a partial recording of the assessment had been undertaken at the time of the candidate's distress (minimum of 8 minutes*), the candidate must be encouraged to re-sit the assessment. Please discuss this with your exams officer or head of centre. If the candidate decides to retake, they must be provided with a different stimulus card for Task 1.

*NB: only in cases where the distress occurred at the very start of the assessment, or within 2 minutes of the recording, would we allow for the candidate to continue with the same stimulus cards.

What happens if the candidate details have not been recorded?

If discovered during or immediately after the test, the teacher/examiner must record the candidate's details at the end of the test. The recording must not be stopped or paused.

What if I need to pause the recording?

If the teacher/examiner needs to pause the test due to an emergency, the languages assessment team must be notified of the specific circumstances using the [contact form](#). A formal statement on centre-headed paper providing details of the specific circumstances should also be submitted with the recording on LWT.

If the test is interrupted by noise or unauthorised personnel, the teacher/examiner must continue with the assessment unless the noise is sufficient to disrupt the candidate and the recording. If the noise is not sufficient to cause disruption, then the teacher/examiner should continue with the recording but should not continue the test until the noise has stopped.

Can dictionaries be used?

Dictionaries in the target language **must not** be used.

Who should sign the 'teacher signature' part of the RP3, if I did not supervise the research?

If you are conducting the oral examination for A Level, you should sign form RP3, as you are allowing the assessment to go ahead.

What language should I fill out the RP3 form in?

Please fill out this form in English but the title can be in either English or the target language. The source titles **must** remain in the target language.

If I am conducting the oral assessment over two days, where should I start the sequencing grid?

You should always start the sequencing grid from the beginning at the start of every day.

What if I cannot conduct exams over two consecutive days?
Whenever possible, please aim to conduct oral exams on consecutive days.

Submitting work to Pearson via LWT

All oral assessments must be recorded digitally and sent to Pearson via our **Learner Work Transfer** (LWT) portal.

What is Learner Work Transfer?

Learner Work Transfer (LWT) is a digital portal that enables centres to submit their candidate speaking recordings to Pearson online. Audio files for GCE MFL must be submitted via this portal, which is available to access through Edexcel Online (EOL). Submissions using USB / CDs are no longer accepted.

How to use LWT to submit oral assessments

1. Accessing the LWT portal

Access the portal through your Edexcel Online account under 'Learner Work Transfer'. Instructions on how to access LWT can be found [here](#). Make sure that you have enabled pop-ups in your browser in order to access the LWT portal.
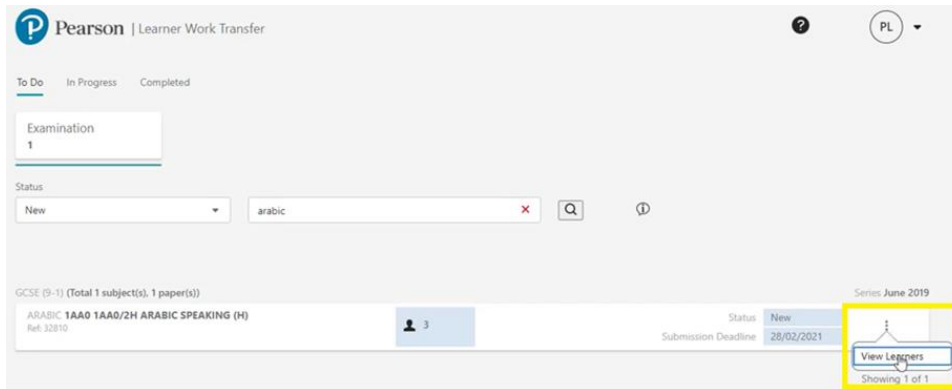
2. Viewing candidates in the portal

An example of the Learner Work Transfer dashboard is shown below. Depending on the state of the process ('To Do', 'In Progress' or 'Completed'), the default view will start on a particular tab.

The search box can be used to narrow down the results as required. Click the three vertical dots on the right then 'View' learners to open the unit.

You will be presented with a list of all learners entered for the unit. If you have additional learners who have not yet been entered, please make entries for them through the usual process. This should be updated within 24 hours. If you have uploaded evidence for some learners, when the new entries have been added, the request will show a status on 'In Progress (C)' to represent a change.

3. Naming documents for upload

Use the following naming conventions when uploading documents to learner folders: [unit number]_[centre number]_[candidate number]_[surname]_[first letter of first name], i.e. '9FR0_3_12345_0012_Bloggs_J'

Use the following naming conventions for uploading the accompanying forms:
- 9FR0_3_12345_0012_Bloggs_J_RP3
- 9FR0_3_12345_0012_Bloggs_J_CS4

If you are uploading one CS4 for multiple candidates, please use the following naming convention: [centre number]_CS4, i.e. 12345_CS4 - see instructions on linking a file to multiple learners below.

4. Uploading files

To upload learner evidence, click 'Browse' under the learner.
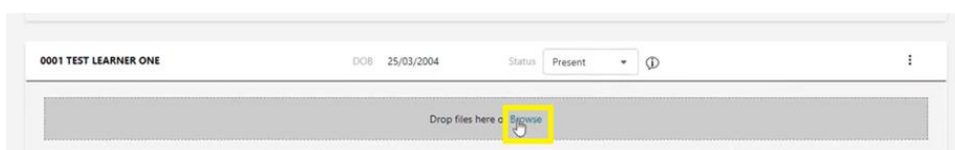
This will open a file explorer. Click on a file to upload or hold down the 'Ctrl' key to select multiple files then click 'Open'. Alternatively, drag the files from your computer onto the grey area of the page, where it states 'Drop files here'.
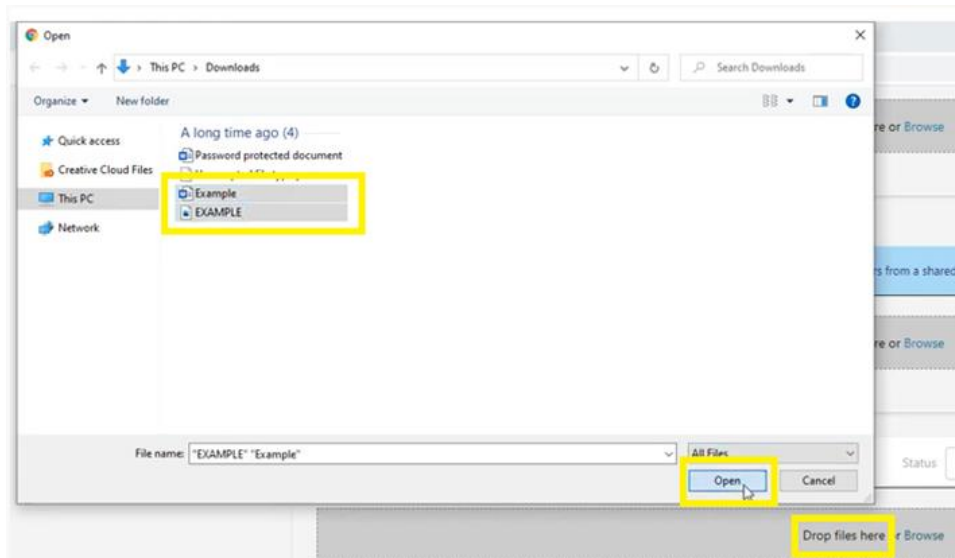
Files uploaded will then move to 'Scanning' state. Once the checks are successful it is updated to 'Accepted' or 'Rejected'. If you have uploaded the incorrect document, you can remove it by clicking the 'X' next to the file name.
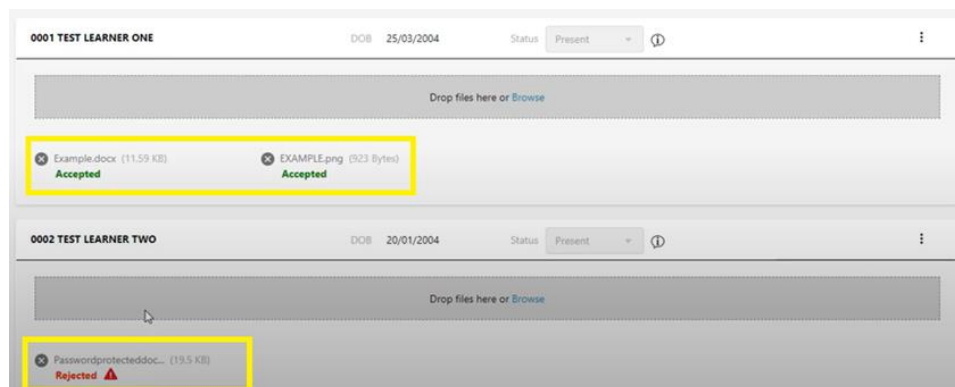
Please do not zip files. You can hold CTRL down whilst selecting multiple files in the file explorer if you wish to upload multiple files for a single student in one go. LWT is a secure platform, so there is no need to encrypt files.

The portal accepts most of the popular file types including mp3, mp4, jpeg. A full list of accepted file types can be found here.

For any learners who were absent for the assessment, the centre should change their status to 'Absent' using the 'Status' dropdown. This will take the place of completing the attendance register, which is no longer required.

If the learner's work is not available, for example where special consideration is being applied, the status should be changed to 'No Evidence'. Special consideration should be completed via an application following the usual process. Please check with your exams officer for more information.

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The 'Administration Material' section should only be used for documents that apply to all candidates at cohort level.

Once you have at least one file uploaded per learner and indicated their status (absent/no evidence) the 'Submit Request' option will become available at the top of the screen and also from the 'In Progress' dashboard.
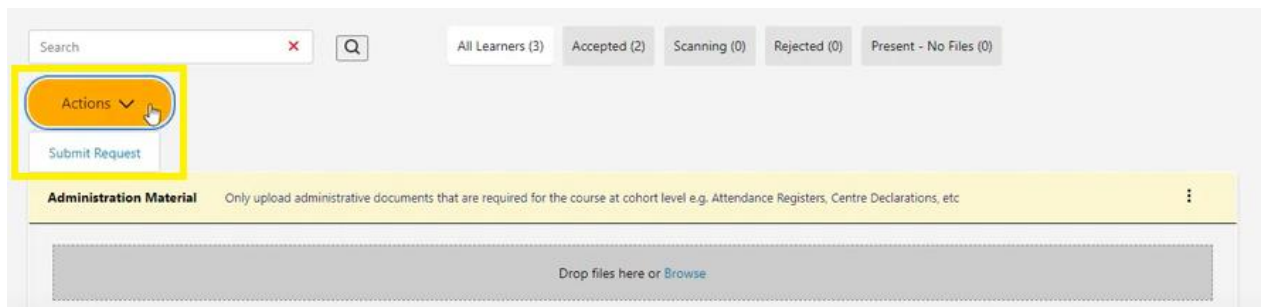
Once your assessments have been submitted, you will receive a confirmation message, click 'Ok' to proceed. This will send the request to the examiner, and you will no longer be able to add, edit or remove anything. The completed tab shows units which have been submitted for assessment.

If the assessor finds that the wrong material has been uploaded, they can return the unit to the centre. Your exams officer should receive an email from the assessor or Pearson. The returned submissions will show in the 'In Progress' tab with a status 'Returned'. You can then add or remove files before resubmitting the files.


If you realise that incorrect documents have been uploaded and submitted, please

contact us immediately to request the submission to be returned for amendment.

Linking a file to multiple learners

Use the 'Shared Files' feature to upload a file that must be shared between multiple learners. You can drag and drop files into the grey space or browse to the required file within your system.
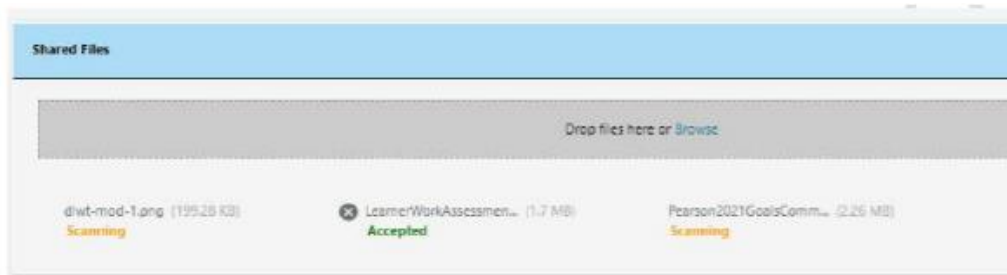
A file cannot be uploaded directly to a learner or via the shared files functionality if another file with the same name and format has already been uploaded to that card. For example, you cannot upload multiple pdfs called 'speaking form' to the same learner, or within the shared file section. If this occurs, an error message is shown.

However, each learner can have a file called 'speaking form' uploaded to their card or associated to them via the shared files functionality.

Please see this video guide (from 5 mins 55 seconds) for step-by-step instructions on how to upload a CS4 file and link it to multiple candidates. If uploading one CS4 form for multiple candidates, please name it with your centre number i.e. 12345_CS4. There is no need to name the CS4 form with multiple candidate numbers if it is linked to them on LWT in this way.

If you have any issues with the LWT system, please contact us for support.

Learner Work Transfer FAQs

How do I access Learner Work Transfer (LWT)?

Access is via Edexcel Online (EOL) - our short video guide gives step-by-step instructions on accessing the Learner Work Transfer portal.

I am trying to log in, but get an 'Access Denied' message.

You need the 'Basic Access' profile on your EOL account to access Learner Work Transfer – please check with your administrator (usually the exams officer in the centre) that you have this profile ticked.

I am not sure how to upload work to Learner Work Transfer.

Please follow the step-by-step guidance in this guide. [Training slides and a support video](#) are also available on our website. Additional information and guidance is available on our dedicated [LWT support page](#).

What files are accepted?

We support a range of common file types, which are listed [here](#). Files up to 8GB in size are accepted. Files must not be password protected – the system is secure, so password protection is not required.

I can't see all the learners for a subject on Learner Work Transfer.

Any late entries will show on Learner Work Transfer within 24 hours of being entered. Where late changes to entries were made, you may see both entries appear on your dashboard for the same candidate. You should upload the assessment files to the correct entry and mark the legacy entry as 'No evidence' in the 'Status' dropdown.

A learner I have withdrawn is still showing on Learner Work Transfer.

Please use the 'Status' dropdown to select 'No evidence' for this learner.

I cannot submit the learner work I have uploaded.

Check that all learners either have at least one file uploaded or are marked as absent. Check that all files uploaded have been accepted – any that show as rejected will need to be removed and replaced.

I realised I had uploaded the wrong file after pressing submit.

Please [contact us](#) and we will ensure that the allocated examiner returns the entry to your centre for amendments to be made.

For support with other FAQs, please see our [Learner Work Transfer FAQs page.](#)