



Pearson
Edexcel

MFL GCES Summer 2021 assessment arrangements

Arabic, Chinese, French, German, Greek, Gujarati,
Italian, Japanese, Persian, Portuguese, Russian,
Spanish, Turkish, Urdu

Frequently Asked Questions





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Introduction

On 4 January 2021, the Prime Minister announced, in the context of new national restrictions, that **exams in summer 2021 could not go ahead as planned**. On 13 January, the Secretary of State asked Ofqual to jointly consult on alternative arrangements to award grades. [Ofqual](#) and [DfE have now published the outcomes](#) of their consultation into the [award of grades in Summer 2021](#). The result of the consultation means that in summer 2021, awarding organisations will ask centres to generate, for each subject, teacher assessed grades (TAGs) for their students. These grades will be an overall grade for the qualification. Teachers will have flexibility to only assess what has been taught. The grades should be based on a range of evidence completed as part of the course, including evidence produced in the coming months, which demonstrates the student's performance on the subject content they have been taught. The requirement for teachers to produce teacher assessed grades replaces all previous assessment arrangements for 2021 which had originally been proposed following previous government consultations (although the speaking endorsement will go ahead as planned).



Frequently Asked Questions

The following FAQs have been compiled to help provide an understanding of the key changes that will result as a consequence of the consultation on the awarding of grades for 2021 and will be updated as new information becomes available. **These will affect all languages in our GCE languages portfolio.**

2021 assessment arrangements

Will there be any formal exams in 2021?

No. Awarding organisations will ask centres to generate teacher assessed grades (TAGs) for their students. These grades will be an overall grade for the qualification.

Do the teacher assessed grades have to be based on the full content of the specification?

No. In recognition of the fact that teaching and learning has been disrupted during the pandemic, teachers will only have to assess what they have taught.

What can count as evidence for a teacher assessed grade (TAG)?

The grades should be based on a range of evidence completed as part of the whole course, including evidence produced in the coming months, which demonstrates the student's performance on the subject content they have been taught. The types of assessment evidence may include:

- Student work produced in response to assessment materials provided by the exam board, such as groups of questions, past papers or similar materials such as practice or sample papers.
- Student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. This can include substantial class or homework (including those that took place during remote learning), internal tests taken by pupils and mock exams taken over the course of study.
- Records of each student's progress and performance over the course of study.

Teachers should determine the grades as late in the academic year as is practicable, and not confined to a defined window, to enable teaching to continue for as long as possible.

What is the minimum amount of evidence on which teachers should base their decisions?

There are no set requirements for the minimum amount of content to be assessed. However, Heads of centres will have to confirm that students have been taught and therefore assessed



on sufficient content to allow progression to the next stage of their education; for example for progressing from GCE to higher education.

Pearson has produced guidance for all subjects setting out a list of those sources and approaches to collecting evidence that are considered most effective in determining grades, taking into account the need for these to be undertaken remotely, if necessary. Please visit the section [Summer 2021 assessment - commonly asked questions for further information](#).

What level of evidence is required from each of the four skills to submit a teacher assessed grade? If centres are unable to conduct the IRP speaking, can they award a grade without it? (IRP relates only to French, German, Spanish, Italian, Russian and Chinese only)

As mentioned in the FAQ above, there are no set requirements for the minimum amount of content to be assessed to produce a TAG; teachers will need to base their grading judgements on the best evidence they have across the assessment objectives, accepting that this may not be equally weighted. In relation to speaking (French, German, Spanish, Italian, Russian and Chinese only), teachers would be able use any evidence gathered throughout the course to contribute to the teacher assessed grade, but it is not compulsory for evidence to be collected from the IRP.

Do centres have to record speaking assessments? (French, German, Spanish, Italian, Russian and Chinese only)

Centres should record some evidence of speaking in case they are selected for sampling by the awarding organisation or in case of appeal. Otherwise, centres are not required to submit recordings unless asked to do so.

How do we present evidence across the range of Assessment Objectives (AOs)? Is it okay to separate exam papers with different skills?

In A level, skills and knowledge are mixed up between AOs rather than having discrete AOs. The AOs are broadly broken down into the following skills/knowledge:

French, German, Spanish, Italian, Russian and Chinese:

- Listening comprehension (AO1) [Paper 1]
- Reading comprehension and translation from TL into English (AO2) [Paper 1]
- Writing (AO3) [Paper 2] (showing critical analysis of a text or film can also cover part of AO4)
- Speaking (AO4) (showing knowledge and understanding of different aspects of the culture and society of countries/communities where the language is spoken, either through an IRP or other conversation [but note there is no requirement to do an IRP]) [Paper 3]



- Manipulation of language (grammar) (via speaking, writing or translation from English into the target language) (AO3) [Papers 2 and 3]

Arabic, Greek, Gujarati, Japanese, Persian, Portuguese, Turkish and Urdu:

- Listening:
 - Listening comprehensions (AO1) [Paper 3]
- Reading:
 - Reading comprehension and translation from TL into English (AO2) [Paper 1]
 - Response to the reading extract [Paper 3, Q5(c)]
- Writing:
 - (AO3) Manipulation of language (grammar), [Paper 1 (research question)]; [Paper 2 (essays and translation into TL)]; and [Paper 3, Q5(c) written (response to listening and reading extracts)]
 - (AO4) via the research question, showing knowledge and understanding of different aspects of the culture and society of the countries where the language is spoken [Paper 1] and showing critical analysis of a text or film [Paper 2]

Note: The model above assumes use of past papers, SAMs or Specimen papers but you can gather evidence from other sources such as essays not related to works (but this would not cover AO4), class listening exercises, teacher designed classroom tests, speaking activities (French, German, Spanish, Italian and Russian only).

To present evidence across the range of AOs it is preferable that you gather some evidence from each AO as set out above. However, it does not mean that you have to cover all of the tasks in individual papers to fulfil the requirements. If there are reasons why it is not possible to gather evidence from each AO, you can explain these in the Centre policy document (speak to your Head of centre). It is also important to remember that you only have to assess what you have taught.

How do private candidates present evidence for a teacher assessed grade?

The Ofqual Consultation decisions document states that private candidates should work with a recognised exam centre to provide evidence in line with the sort of evidence that other students will produce and which is outlined above; for example taking the exam board provided assessment materials in a suitable form. Centres will be asked to assess candidates based on what they have studied and candidates will be allowed to conduct assessments remotely. [Guidance](#) has been produced to determine the evidence on which grades for private candidates will be based, taking into account their different circumstances.

Private candidates will not need to pay higher entry fees if, as a result of this, they need to make their entry after the extended entry deadline.

For further information on arrangements for private candidates, visit the [Private candidates](#) page on the Pearson website.



Can I use the grade boundaries for 2018 and 2019 to decide on grades?

You should take a holistic approach to grading using the published grade descriptors and exemplification as your primary guidance (you will find these on the Pearson website under, 'Teaching and learning materials – Summer 2021 assessment materials for centres,' for your individual language). Only use grade boundaries to help give you confidence in the grade that has been assigned. For further guidance on the use of grade boundaries, please read [Summer 2021 assessment - commonly asked questions](#).

Can I give a grade A* even though the grade descriptors only go up to grade A?

Yes, to achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements. The exemplification documents include an example of an A* performance for each paper and therefore for all of the assessment objectives (you will find these on the Pearson website under, 'Teaching and learning materials – Summer 2021 assessment materials for centres,' for your individual language).

Do we have to use the same evidence for each student or can evidence vary from student to student?

As far as possible, the sources of evidence should be consistent across a class or cohort of students, and centres should record the reasons for their selection. However, in cases where students have experienced significant disruption, some flexibility may be required. Each student must be made aware of the evidence that is going to be used.

How can I carry out moderation when I am a one-person department?

There is no requirement for you to carry out moderation even if there is more than one person in your department. However, good practice would recommend moderation and you are advised to speak to your Head of centre about what your centre policy is on this. If you are not fully confident about the grades you have given, you could work with another local centre to help moderate your grades.

Can we submit work that has our feedback written on it?

Yes, you can use annotated student work as evidence, including if you are asked to submit it to the awarding organisation for sampling.

How will teacher assessed grades be quality assured?

There are 3 stages to the [quality assurance process](#), click on the link for full details. Each centre will be required to put in place an internal quality assurance process, including



internal standardisation of marking and grading judgements, which will be checked by exam boards. Exam boards will also check a sample of the evidence used to support teacher grades with more targeted scrutiny where they identify cause for concern. Heads of centre are required to confirm, when submitting their grades, that the exam board requirements have been met.

Can teachers tell students the teacher assessed grade that they will submit to the exam board?

Teachers will be able to share their students' 'working at' grade but they must not share with the student the final grade they will submit to the exam board.

When will teachers be expected to submit teacher assessed grades?

Teachers will need to submit grades to exam boards by 18 June.

Will students be able to appeal their teacher assessed grade?

Yes. A student who is unhappy with their grade will first ask their centre to check whether an administrative or procedural error had been made. Where a centre does identify an error in the grade submitted to the exam board, it can submit a revised grade and a rationale for the board to consider. If the exam board is satisfied with the rationale, it will issue a revised grade. Where a centre does not believe an error had been made, a student can ask the centre to appeal to the exam board on their behalf. The exam board will then consider whether, in its view, the grade reflects an appropriate exercise of academic judgement, based on reviewing all available evidence against the grade descriptors. If the exam board judges that it does not, the exam board will determine the grade that the evidence does support. The exam board will also check that the centre had followed its own process.

When will GCE results be published?

Results will be published on 10 August 2021.

Will there be an Autumn series in 2021?

Yes, there will be an Autumn series in November 2021.