

Covid-19 – GCSE MFL Tiering Support

Guidance on grading and rank ordering

Please read this guidance document in conjunction with the following other useful information:

- Ofqual document: [Summer 2020 grades for GCSE, AS and A level](#)
- [Preparing Centre Assessment Grades and Rank Order](#) (Pearson website)
- [Video - enhanced rank ordering support](#) (Pearson website)
- [Guidance and support for centre assessment grades](#) (Pearson website)

Step-by-step guidance for ranking MFL GCSEs, particularly for Grades 4 and 5.

1. Centres are required to provide awarding bodies with **one** combined set of grades and ranking for foundation and higher tier, not two separate ones. Teachers will therefore need to do a combined grading and ranking for grade 4 and 5 students which are grades available at both tiers.

2. Before creating a ranking order, teachers need to have graded their students using all the data they have at their disposal and their professional judgement. This can include:

- results of mocks (this is a strong indicator of performance and probably the best place to start),
- the results of any homework and classroom assignments,
- performance in the classroom (eg how well students speak, read, write and understand in class), and

- any other records of student performance that has been gathered over the course of study.
3. After grading, teachers will have created different grade groups, grades 4-9 at higher tier and grades 1-5 at foundation tier. Now rank ordering can begin.
4. For each tier, within each grade group, students should be ranked according to the performance that teachers think they would have achieved in their exam – candidate 1 being the most secure in that grade, candidate 2 the second most secure and so on.
5. A good and simple place to start could be to refer to the **total raw marks** (not marks for separate papers at this point) gained in their **mock exams**. For example:
Rank order for students in the Grade (X) group, higher tier:
- Rank 1: Student A, 200 marks
 - Rank 2: Student B, 195 marks
 - Rank 3: Student C, 195 marks (Student C has gained the same number of marks as student B but has performed less well than student B in homework/classroom assignments etc. It has therefore been judged that they would have performed slightly less well than student B overall and they have thus been ranked lower).
 - Rank 3: Student D, 190 marks

The example above shows that if two (or indeed several) students get exactly the same marks in the mock examination, other criteria such as those mentioned above need to be taken into account to decide where in the ranking those students should appear.

6. If there is **more than one teaching group**, teachers will need to compare their individual rankings and discuss between themselves where students should be eventually placed. Indeed in the example above, students B and C could have been from different groups and their teachers would have used the other criteria available to them in order to compare the two students.

7. As teachers will know, **both tiers overlap in the awarding of grades 3, 4 and 5**, although there is a very small number of students who may gain a grade 3 at higher tier. For this grading exercise, it is best to only grade students from 4 to 9 at higher tier and grades 1 to 5 at foundation tier.

Ranking students for crossover Grades 4 and 5

Having graded all students at both tiers, teachers will have two separate groups for grades 4 and 5, one from the foundation tier and one from higher tier. Teachers will now need to combine ranking for these grade 4 and 5 students from the separately graded foundation and higher tiers.

Again professional judgement and knowledge of the students will be used, but one approach you could take to keep as objective as possible at first could be to use the mocks' marking of 'crossover questions' (specifically targeted at grades 4 and 5) from each of papers 1, 3 and 4; paper 2 (oral) cannot be included in this phase of ranking as there are no crossover questions.

- For papers 1 (listening), 3 (reading) and 4 (writing), teachers could look at how the grade 4 and 5 students performed in their mocks on the crossover questions for each of these papers (full details of crossover questions below).
- There are 54 marks available in total for crossover questions - 17 marks each for papers 1 and 3 and 20 marks for paper 4.
- Teachers could then refine the ranking of the foundation and higher students based on how they scored out of the 54 marks available on the crossover questions.
- Students who gained the same number of marks as each other or who did not do a mock exam would need to be ranked using the additional criteria already mentioned above (class tests, homework performance, general performance observed in the classroom and teachers' professional judgement).
- As there are no crossover questions in paper 2 (oral), mocks' marks cannot be used for ranking of grades 4 and 5, except if needed as an extra criterion to make a comparison between candidates who have received the same number of marks.

Detail of crossover questions

Paper 1, Listening:

The Listening component has four crossover questions equating to approximately 33% of the paper and 17 marks.

Paper		Total Marks
1F/1H		50
Crossover Questions		Total Marks for Question
Foundation Q No.	Higher Q No.	
9	3	4
11	4	3
13	1	5
14	2	5

Paper 3, Reading:

The Reading component has four crossover questions equating to approximately 33% of the paper and 17 marks.

Paper		Total Marks
3F/3H		50
Crossover Questions		Total Marks for Question
Foundation Q No.	Higher Q No.	

5	1	3
6	2	4
8	7	5
9	8	5

Paper 4, Writing:

The Writing component has one crossover question equating to approximately 33% of the paper and 20 marks. The candidate is required to select either option (a) or option (b) for the crossover question.

Paper			Total Marks
4F/4H			60
Crossover Questions			Total Marks for Question
Foundation qu nr		Higher qu nr	
Either / or	3a	1a	20
	3b	1b	

Paper 2, Speaking:

There are no common questions across the foundation and higher tiers on the Speaking component. Although the pictures are the same across tiers for the picture-based task.

Speaking assessment		
Task	Description	Total Marks out of 70
Task 1	Role play	10
Task 2	Picture-based	24
Task 3	Conversation	36