# GCSE Modern Foreign Languages Conducting Assessments

# Administrative Support Guide

**Summer 2024**

## GCSE Modern Foreign Languages

Arabic 1AA0          Chinese 1CN0          French 1FR0          German 1GN0

Greek 1GK0          Gujarati 1GU0          Italian 1IN0          Japanese 1JA0

Persian1PN0          Portuguese 1PG0   Russian 1RU0          Spanish 1SP0

Turkish 1TU0          Urdu 1UR0

This document should be read in conjunction with the subject specification which can be 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.

# Contents

## Introduction

This document provides detailed guidance to centres on the GCSE speaking assessment in Modern Foreign Languages along with a brief overview for the other units.

In line with DfE guidelines and Ofqual regulations, the qualifications listed below are linear qualifications and all candidate work must be externally marked at the end of the course. All papers will be set and marked by Pearson Edexcel, including the speaking assessments and the writing examinations.

Candidate recordings will be submitted digitally to Pearson using the Learner Work Transfer portal. The security of the speaking assessment materials must be maintained at all times. The speaking assessment must be conducted by a suitable teacher in the centre.

Candidates will be awarded qualification grades on the 9-1 grading system. No individual paper grades are formally awarded although notional paper grade boundaries will be available.

## Key dates

The deadline for entries is **21 February 2024.**

Speaking packs can be accessed from **10 April 2024.**

The speaking assessment period is from **Monday 15 April – Friday 17 May 2024.**

The submission deadline for GCSE MFL candidate speaking recordings is **two working days** after the last oral exam for that language has taken place in the centre.

The final submission deadline is therefore **Tuesday 21 May 2024**.

## Assessment availability

All four papers are compulsory, the written examinations must be sat in one terminal session. Candidates re-sitting the qualification may only carry over the marks from the previous examination series for Paper 2 - speaking.

| Specification | Summer 2024 | | | |
|---|---|---|---|---|
| | Paper 1 | Paper 2 | Paper 3 | Paper 4 |
| Arabic (1AA0) | ✓ | ✓ | ✓ | ✓ |
| Chinese (1CN0) | ✓ | ✓ | ✓ | ✓ |
| French (1FR0) | ✓ | ✓ | ✓ | ✓ |
| German (1GN0) | ✓ | ✓ | ✓ | ✓ |
| Greek (1GK0) | ✓ | ✓ | ✓ | ✓ |
| Gujarati (1GU0) | ✓ | ✓ | ✓ | ✓ |
| Italian (1IN0) | ✓ | ✓ | ✓ | ✓ |
| Japanese (1JA0) | ✓ | ✓ | ✓ | ✓ |
| Persian (1PN0) | ✓ | ✓ | ✓ | ✓ |
| Portuguese (1PG0) | ✓ | ✓ | ✓ | ✓ |
| Russian (1RU0) | ✓ | ✓ | ✓ | ✓ |
| Spanish (1SP0) | ✓ | ✓ | ✓ | ✓ |
| Turkish (1TU0) | ✓ | ✓ | ✓ | ✓ |
| Urdu (1UR0) | ✓ | ✓ | ✓ | ✓ |
| Assessment type | Timetabled exam | Speaking window | Timetabled exam | Timetabled exam |

## Assessment summary

Papers for all language skills (listening, speaking, reading and writing) will be tiered. **Important:** Mixed tier entry is not allowed. Each candidate must be entered for one single tier across all four papers by the entry deadline date. For more guidance on making tier entry decisions, please see this advice.

# Paper 1: Listening and understanding

This is a timetabled examination externally assessed by Pearson Edexcel. There is one question paper at Foundation or Higher Tier.

| 1F – Foundation Tier | 35 mins including 5 mins reading time | 50 marks |
|---|---|---|
| 1H – Higher Tier | 45 mins including 5 mins reading time | 50 marks |

Candidates are assessed on their understanding of standard target language spoken in a range of public and social settings.  Candidates will respond to multiple-response and short-answer open response questions based on a recording featuring a variety of target language speakers. Candidates must answer all questions in both sections. There is no requirement for candidates to produce written responses in the target language.

**Foundation tier**
Section A  The instructions to candidates are in English.
Section B The instructions to candidates are in the target language.*

**Higher tier**
Section A  The instructions to candidates are in the target language.*
Section B The instructions to candidates are in English.

*For Chinese (1CN0 1F/1H) and Japanese (1JA0 1F/1H) all instructions to candidates and questions are set in English.

**Instructions to centres**
- You must check the paper the candidate receives matches the tier and subject they have been entered for.
- Candidates must use a black ink or black ball-point pen. They must not use pencil.
- Dictionaries are not allowed in any part of this exam.

**Listening examination recordings**
Digital recordings of the listening assessment can be accessed from our Secure Download Service. MP3s of the listening examination recordings will be available for secure download 24 hours before the scheduled examination (or on the Friday if the examination is scheduled for a Monday).

- AM exam – MP3 recording will be accessible from 9am (24 hours ahead of the scheduled examination).
- PM exam – MP3 recording will be accessible from 1.30pm (24 hours ahead of the scheduled examination).

**Transcripts of recordings**
A transcript of the recording will be available one hour before the examination via the Secure Download Service (either 8am or 12.30pm on the day of the examination). No paper copies of transcripts are issued.

**Secure Download Service**
To access recordings via the Secure Download Service (SDS), your centre must have registered for this. Details on the service and how to register can be found here. Your examinations officer needs to have signed up for this service in advance of the exams. This special service is accessed through Edexcel Online and not through the Pearson qualifications website, so you will be unable to access these live materials in the same way that you do for other locked, password-protected materials on the website (such as recent past papers).

**Equipment and examination conditions**
The conduct of all listening examinations must take place in suitable conditions so that candidates are not disadvantaged. Equipment used should be of good quality so that all candidates are able to hear the recording clearly.

The organisation of examining rooms is a matter for individual centres although the Joint Council for Qualification (JCQ) has produced related guidance. It is, however, recommended that candidates are, wherever possible, examined in groups no larger than the size of their normal language class. The use of very large rooms (particularly where only modest playback equipment is available) is to be avoided wherever possible.

The volume should be set at a level which is comfortably heard and the tone controls (where available) should be adjusted to give clear undistorted sound. Invigilators are reminded that distractions such as opening doors or extraneous noise are likely to be far more significant than in an ordinary written paper.

**Reading time**
Candidates must use these five minutes of reading time to read through the paper and to become familiar with the length and layout of the paper. Candidates may make notes or highlight key words on the question paper during this time, although they must not do this in (or near to) the answer boxes/spaces.

**Playing the recording**
The recording must be started at the beginning of the timed examination. The five minutes' reading time is a part of the recording (there is a five-minute silence within the recording) and, as the recordings are also pre-paused, **they must not be paused or stopped once started.**

Each extract will play twice. There will be pauses to allow candidates sufficient time to write their response to each question (or part of a question) and to read the next question.

If the recording finishes before the allocated examination time, candidates may use any remaining time to check their answers. The examination must not exceed the allocated time which is stated on the front cover of the question paper.

# Paper 2: Speaking

This is an internally conducted assessment which is externally assessed by Pearson Edexcel. The assessment must be conducted within the prescribed speaking assessment period as set by Pearson Edexcel and must be in a face to face setting.

| 2F – Foundation Tier | 7 – 9 mins plus 12 mins preparation time | 70 marks |
|---|---|---|
| 2H – Higher Tier | 10 – 12 mins plus 12 mins preparation time | 70 marks |

We recommend that speaking assessments for each language, tier and qualification are scheduled on consecutive days for the purposes of administration and security. However, if particular circumstances make this impossible, you may allow candidates to sit their oral exams whenever appropriate within the speaking window.

All speaking assessment recordings must be uploaded to the LWT with the completed Candidate Speaking Assessment Record Form(s) (CS2) no later than two working days after all the speaking exams for that language have been completed in the centre.

The editable CS2 form is available to download here Candidate Speaking Assessment Record Form(s) (CS2). The form must be downloaded, saved and completed on-screen. Please do not print and scan CS2 forms as this creates additional workload for schools and examiners.

Candidate notes forms (CN2) can also be printed from our website. These do not need to be submitted via LWT and should be securely retained in the centre until the end of October.

**Secure assessment materials**
The speaking assessment comprises three consecutive tasks. The tasks must be conducted in the following order:
Task 1: Role play, Task 2: Picture-based task, Task 3: Conversation.

The assessment scenarios (stimulus cards) for the role play and picture-based tasks, along with the prescribed sequencing grids and instructions to the teacher-examiner, all make up the secure and confidential assessment materials.
A pack containing one hard copy of these materials per 20 candidates entered for each tier will be dispatched to centres in March. Upon receipt, the materials must be kept securely locked and inaccessible.

The pack may be opened **three working days** before the start of the prescribed speaking assessment period. The pack must not be opened before **10 April 2024**.

As some centres may wish to have additional copies of the assessment materials to enable multiple teacher-examiners to conduct examinations simultaneously, an electronic version of the secure assessment materials will also be made available (with restricted access) on the Pearson website (under the Exam materials tab for each GCSE language). Only the registered Examinations Officer will be able to access these gold-padlocked materials.

If required, the Examinations Officer at the centre may print off additional copies of the secure assessment materials but this must only take place up to three working days before the start of the prescribed speaking assessment period. Furthermore, the Examinations Officer must keep a record of the number of copies printed and made available to the teacher-examiner(s) responsible for the conduct of the speaking assessments.

The teacher-examiner(s) responsible for the conduct of the speaking assessments are 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 **Friday 28 June 2024.**

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.

**Speaking assessment timings**

| Foundation Tier | | Higher Tier | |
|---|---|---|---|
| Preparation time | 12 mins | Preparation time | 12 mins |
| Task 1 – Role play | 1-1.5 mins | Task 1 – Role play | 2-2.5 mins |
| Task 2 – Picture based task | 2.5-3 mins | Task 2 – Picture based task | 3-3.5 mins |
| Task 3 – Conversation | 3.5-4.5 mins | Task 3 – Conversation | 5-6 mins |
| Overall timings | 7-9 mins (+12 mins preparation) | Overall timings | 10-12 mins (+12 mins preparation) |

Further information on timings is provided in the FAQs available on the Pearson website, under 'Forms and administration'.

**Assessment**

It is expected that the teachers delivering the qualification will also conduct the speaking assessments. Should the regular teacher-examiner become unexpectedly unavailable for the duration of the prescribed speaking assessment window, it is the centre's responsibility to arrange for a suitable replacement teacher-examiner to conduct the assessments at the centre prior to the submission deadline date.

**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](#).

**Task 1 – Role play**

Each set of Pearson Edexcel speaking assessment materials will include ten different role plays for each tier. Each role play consists of two cards – one for the candidate and one for the teacher-examiner, which will be in a bound booklet.

**Teacher-examiner card**

The teacher-examiner cards contain instructions on how to conduct the role play and the exact questions to ask. Teacher-examiners should read the role play scenario in the target language prior to asking the first question. The exceptions to this are for Chinese and Japanese GCSE, where the role play introduction is provided in English and should be read in English.

**Candidate card**

The candidate cards include prompts as a guide and highlights where the candidate needs to ask a question (indicated by the symbol '?') and where an unpredictable question is posed to them by the teacher-examiner (indicated by the symbol '!').

The candidate cards each contain instructions in English and the task in the target language. The context of the role play is provided in both English and the target language.* Candidates must read both sections fully to support understanding of each bullet point.

*For Chinese (1CN0 2F/2H) and Japanese (1JA0 2F/2H) all information and instructions on the candidate cards will be provided in English only.

Teacher-examiners must be very careful to ensure that the correct cards are allocated. The cards will have 'Foundation' or 'Higher' tier clearly marked on them.

**Task 2 – Picture-based task**
Each set of Pearson Edexcel speaking assessment materials will include ten different picture-based tasks for each tier. Each task consists of two cards – one for the candidate and one for the teacher-examiner, which will be in a bound booklet.

**Teacher-examiner card**
The teacher-examiner cards contain instructions on how to conduct this task and the five questions to ask the candidate. Teacher-examiners are allowed to repeat questions twice (i.e. utter each question three times in total) and if appropriate, use the set prompts to enable candidates to give a developed response. Teacher-examiners must not deviate from the set questions or prompts.

**Candidate card**
**Foundation Tier** - candidates are provided with a picture and five bullets in the target language* to help them prepare for the five questions that will be asked during the assessment. Candidates are allowed to ask for questions to be repeated and should do so in the target language.

**Higher Tier** - candidates are provided with a picture and five bullets in the target language* to help them prepare for the five questions that will be asked during the assessment. The final bullet is marked by the symbol '!' to denote one unpredictable question. Candidates are allowed to ask for questions to be repeated and should do so in the target language.

*For Chinese (1CN0 2F/2H) and Japanese (1JA0 2F/2H) all information and instructions on the candidate cards will be provided in English only.

Teacher-examiners must be very careful to ensure that the correct cards are allocated. The cards will have 'Foundation' or 'Higher' tier clearly marked on them.

**Task 3 – Conversation**
The first part of the conversation opens with the topic chosen by the candidate. The candidate may choose to focus on any aspect(s) of the topic as each has a number of different features.

To enable them to make a confident start, the teacher-examiner should allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute. The teacher-examiner continues the conversation on the chosen topic and then may move on to other topics within the same theme, if necessary, to ensure that candidates use the recommended time for this task most effectively.

Although a candidate may present their chosen topic with a short introduction or overview, this first conversation must not be regarded as a presentation task and must involve spontaneous interaction. The second part of the conversation is based on a different theme allocated by Pearson and may cover any of the topics across that single theme.

Teacher-examiners must ensure that an equal amount of time is allocated to both parts of the conversation. Teacher-examiners must **not** prepare a specific list of questions with their candidates in advance of the speaking assessment for Task 3. Questions asked should flow naturally and follow logically from the content that arises. The conversations must not be a series of standardised questions and answers.

**Candidate selection of topic for Task 3 – Conversation Part 1**
The choice of topic must be agreed between the candidate and the teacher, and must be selected no later than two weeks before the assessment takes place.

Teachers must not set topics for candidates for the first part of the conversation. Candidates must be encouraged to choose a topic of personal interest from those available in the specification. It is therefore expected that there will naturally be variation in the topics selected across each centre's cohort.

- Listen carefully to the candidate's answers and relate subsequent questions to the information provided.
- Do comment and respond naturally but briefly to what the candidate says.
- Avoid yes/no questions except as a lead-in to something more challenging.
- Ensure that questions allow candidates to achieve their maximum potential, e.g. by covering a range of tenses/time references and opinions as appropriate within the prescribed time for the conversation.

**Access to secure materials**
Candidates are permitted 12 minutes' preparation time, under supervised conditions for Tasks 1 and 2, immediately prior to the assessment. The purpose is to consider the prompts for the role play and picture-based scenarios allocated to them.

Candidates must only be provided with the stimulus cards at the start of the preparation time. They must not know the numbers of the stimulus cards allocated to them in advance of the preparation time. The preparation time must be used only to study the cards provided. It is not to be used to prepare for the conversation (Task 3).

Candidates are permitted to make notes (up to a maximum of one side of A4 for both Tasks 1 and 2 combined) on the CN2 form during this period and they can refer to them during the role play and picture-based assessment tasks, but not during the conversation task.

Candidates must not make notes on the stimulus cards given to them. Candidates must return their notes and stimulus cards to the teacher-examiner before commencing Task 3 (conversation).

The notes should be for reference only and candidates are advised not to read out whole, prepared sentences in answer to questions. Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

Candidates must not have access to a dictionary or any other resource, during the preparation and assessment time.

**Sequencing grid**
Teacher-examiners must adhere to the sequencing grid provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the theme for the second part of the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.

The speaking assessment must begin with the role play. The role play theme will be allocated by Pearson Edexcel using the sequencing grid. At the end of the role play, the speaking assessment will next move to the picture-based task.

The picture-based task theme will be allocated by Pearson Edexcel using the sequencing grid. At the end of the picture-based task, the speaking assessment will move to the conversation.

Transitions between tasks must be conducted in the target language.*
*For Chinese (1CN0 2F/2H) and Japanese (1JA0 2F/2H) transitions should be in English. Further information, along with the sequencing grid for each tier have been provided in the 'General instructions to the teacher' booklet accompanying the secure assessment materials.

**Please note that the sequencing grids will differ for each language, tier and exam series.**

**Recording requirements**
Speaking assessments must be recorded digitally. 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](#).

These must be submitted via the digital Learner Work Transfer portal (LWT). Details on using the portal can be found in this guide.

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

All recordings must be clearly labelled so that the centre and candidates can be easily identified. Please use the following labelling convention:
[unit number]_[tier]_[centre number]_[candidate number]_[surname]_[first letter of first name]. For example, 1FR0_2F_12345_0012_Bloggs_J.

Complete, unedited recordings of all assessments must be submitted to Pearson Edexcel for external marking via LWT.

**Important reminders for centres**
- Do not use more than one method to record speaking assessment.
- Ensure that each candidate's complete speaking assessment (Task 1, Task 2 and Task 3) is recorded as a single separate track.
- Submit a fully completed CS2 form.
- Ensure the speaking assessment has recorded clearly and fully before uploading onto LWT.
- Keep a copy of the assessment recordings and paperwork (CS2 form). If an examiner discovers a recording has not uploaded, Pearson will contact the centre for a replacement.

**Exam conditions and Equipment**
A quiet room 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. However,

please ensure that you follow JCQ guidance and your own centre policy regarding additional individuals being present in the examination room(s).

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 or provide technical advice on their operation.

**Recording of candidates**
All candidates must be recorded. Please ensure recording equipment is positioned to pick up the candidate's voice clearly. Please ensure that the following points are adhered to when conducting speaking assessments:

- The recording equipment should be switched on and at the start of each assessment, the following information should be given: GCSE (*language*), (*Foundation or Higher*) Tier, (*teacher-examiner name*), (*candidate name*), (*candidate number*).
- The three speaking tasks should be recorded consecutively without a break in between. However, teacher-examiners should make it clear in the target language* when one task has finished and the next is beginning. *For Chinese and Japanese GCSE, transitions between tasks should be in English.
- Candidates may bring brief notes into the examination room (one side of A4 sheet of paper for Tasks 1 and 2 combined). Although bulleted notes are preferred, candidates may write in full sentences but must be discouraged from reading out sentences. All stimulus cards and candidate notes must be handed over to the teacher-examiner before Task 3 commences.
- When introducing the topic for Task 3 – Conversation Part 1, candidates may speak for up to a maximum of one minute.
- If a question is not understood after two repetitions move on to the next question.

**Reminders for centres**
- At the start of every recording, the qualification, language, teacher-examiner's name, candidate's name and number are announced.
- That the conclusion of the preceding task has been noted by the teacher examiner and commencement of the next task has been clearly announced.
- Recording equipment must not be paused during a speaking assessment.
- Never correct a candidate's language no matter how inaccurate during an assessment.
- Avoid finishing sentences for candidates except where it would be in their interest to move onto something else.
- At the end of the exam the teacher-examiner must check that the test has been recorded before moving on to the next candidate.

**Checklist for conduct of speaking assessments**

| At this point: | Announce this on recording: | Action this: |
|---|---|---|
| At the start of each candidate's assessment | GCSE *(language)*, *(Foundation or Higher tier)*, (teacher-examiner name*)*, *(Candidate name)*, *(candidate number)*.'<br>**Then in the target language\* announce**<br>'This is Task 1 – Role play.' | Start recording. |
| At the end of Task 1 | **In the target language\* announce**<br>'Task 1 – Role play is complete. We will now move on to Task 2 – Picture-based task.' | |
| At the end of Task 2 | **In the target language\* announce**<br>'Task 2 – Picture-based task is complete. We will now move on to Task 3 – Conversation.' | Collect the stimuli cards and candidate notes. |
| At the end of Task 3 for each candidate | **Announce in English**<br>'End of assessment.' | Stop recording.<br>Check the test has been recorded clearly. |
| After the last candidate | N/A | Upload recordings and CS2 form onto LWT within two working days. |

\*For Chinese (1CN0 2F/2H) and Japanese (1JA0 2F/2H) all transitions should be in English.

If a recording fails or is unsatisfactory in terms of audible quality, the candidate must be re-examined immediately using different stimulus material. In all situations where there is doubt over the adequacy of recordings Pearson Edexcel must be consulted immediately.

**Submission of candidate assessments**
Assessment recordings must be uploaded to LWT within two working days of all speaking assessments for that language qualification being completed in the centre.

Centres should submit the digital, editable Word version of the [Candidate Speaking Assessment Record Form(s) (CS2)](). There must be a separate record form for each tier.

Please note that the CS2 form(s) must be signed by the teacher examiner – digital signatures in the form of typed names are acceptable.

# Paper 3: Reading and understanding

This is a timetabled examination externally assessed by Pearson Edexcel. There is one question paper at Foundation or Higher Tier.

**French, German, Italian, Portuguese and Spanish**

| 3F – Foundation Tier | 45 minutes | 50 marks |
|---|---|---|
| 3H – Higher Tier | 1 hour | 50 marks |

**Arabic, Chinese, Greek, Gujarati, Japanese, Persian, Russian, Turkish and Urdu**

| 3F – Foundation Tier | 50 minutes | 50 marks |
|---|---|---|
| 3H – Higher Tier | 1 hour 5 minutes | 50 marks |

**Assessment overview**
Candidates are assessed on their understanding of the target language in writing across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Candidates are required to respond to multiple-response and short-answer questions based on these texts.

Candidates must answer all questions in each of the three sections:
**Section A**  The instructions to candidates are in English.
**Section B**  The instructions to candidates are in the target language.*
**Section C** is a translation passage from the target language into English with instructions in English.
**\***For Chinese (1CN0 3F/3H) and Japanese (1JA0 3F/3H) all instructions to candidates and questions are set in English**.**

**Instructions to centres**
- You must check the paper the candidate receives matches the tier and subject they have been entered for.
- Candidates must use a black ink or black ball-point pen. They must not use pencil.
- Dictionaries are not allowed in any part of this examination.

# Paper 4: Writing

This is a timetabled examination externally assessed by Pearson Edexcel. There is one question paper at Foundation or Higher Tier.

**French, German, Italian, Portuguese, Spanish**

| 3F – Foundation Tier | 1 hour 15 minutes | 60 marks |
|---|---|---|
| 3H – Higher Tier | 1 hour 20 minutes | 60 marks |

**Arabic, Chinese, Greek, Gujarati, Japanese, Persian, Russian, Turkish, Urdu**

| 3F – Foundation Tier | 1 hour 20 minutes | 60 marks |
|---|---|---|
| 3H – Higher Tier | 1 hour 25 minutes | 60 marks |

**Assessment overview**
Candidates are assessed on their ability to communicate effectively through writing in the target language for different purposes and audiences. Candidates are required to produce responses of varying lengths and types to express ideas and opinions in the target language.

The instructions to candidates are in the target language, except for Chinese and Japanese GCSE writing papers, where instructions are in English. For all other languages, question titles are in English for summer 2022 only – this is one of the means of support in response to the impact of the pandemic.

Recommended word counts are specified for each question. Candidates must answer all questions and select from one of the two optional questions where appropriate.

**Foundation tier**
Three open response questions and one translation into the target language.

**Higher tier**
Two open response questions and one translation into the target language.

**Instructions to centres**

- You must carefully check that each candidate receives the correct paper, either at Foundation or Higher Tier. The paper the candidate receives must match the tier at which the candidate has been entered.
- Candidates must use a black ink or black ball-point pen. They must not use pencil.
- Dictionaries are not allowed in any part of this examination.

# Access arrangements and reasonable adjustments

Before an examination or assessment, you can apply for access arrangements on behalf of a candidate with special needs. Access arrangements aim to meet the needs of an individual candidate without affecting the integrity of the assessment.

Access arrangements are approved before an examination or assessment, and they allow candidates with special educational needs, disabilities or temporary injuries to access the assessment.

Special needs could include:
- candidates with known and long-standing learning difficulties
- candidates with physical disabilities, permanent or temporary
- candidates with sensory impairment
- candidates whose first language is not English, Irish or Welsh
- candidates who have difficulties at, or near, the time of assessment that may have affected their performance in the assessment.

Please use the Pearson Access Arrangement Online tool (PAAO), accessible via Edexcel Online, to make an application.

If your application is not approved, you may refer it electronically to Pearson Edexcel. This will go to the Special Requirements team in Pearson, with any additional information for review.

**Reasonable adjustment**
Reasonable adjustment can help reduce the effects of a disability or a difficulty that puts the candidate at a substantial disadvantage in an assessment. Reasonable adjustments cannot affect the integrity of assessment outcomes or give the candidate an assessment advantage over other candidates undertaking the same or similar assessments.

Each application will be considered individually considering the candidate's needs. The response will relate primarily to the effect the requested adjustment may have on the assessment objective being tested in the qualification.

For further support with access arrangements or reasonable adjustments, contact: uk.special.requirements@pearson.com.

**Paper 1 Listening examinations - Extra time**
Please note that before applying extra time, there must be an access arrangement in place for the candidate for the additional time. If this is not the case, then an access arrangement application will need to be made.

Where extra time has been approved and is to be made available for a candidate for the listening exam, the centre must ensure that appropriate invigilation and timetabling arrangements are in place.

Additional sets of recordings will be produced for those candidates who formally qualify for 25% extra time in GCSE listening examinations. These digital recordings will incorporate the additional time allowance and will only be available via our special secure download service (SDS).

Instructions on registering for SDS and downloading materials is provided on pages 7 of this guide. As the extra-time sound files will appear alongside the standard-length digital recordings, care must be taken to select the correct ones for your candidates.

As candidates have different needs and may need the extra time at different points, centres can choose to take responsibility for manually stopping and starting the recording. This will enable you to give your candidate pauses for extra time when needed at any stage during the listening exam, as long as the total overall time permitted for the assessment is not exceeded.

**Guidance on manually administering extra time for listening examinations**
The approved extra time should be distributed as required in line with the candidate's needs and must not exceed the total time allowed.

The invigilator will be required to manually pause the recording to administer the appropriate additional time for the candidate.

The duration of extra time permitted must be calculated based on the actual examination time for that specific paper. This will involve calculating what the percentage of extra time equates to in terms of total amount of extra time in seconds. Using this information the centre must then decide how best to distribute the total number of extra seconds across the paper.

**Foundation Tier**
Please find below an example of how 25% extra time for a Foundation Tier candidate **could** be administered:
Regular timing:          35 mins
25% extra time:                 8 mins 45 secs
Total with 25% extra:         43 mins 45 secs

1. The invigilator presses play and starts the timed examination.
2. The five minutes reading time on the recording comes to an end.

3.  The invigilator pauses the recording for 11 seconds.
4.  The invigilator un-pauses the recording.
5.  After the extract for Question 1 has played fully for the first time, following the final single beep sound, the invigilator pauses the recording for 18 seconds.
6.  The invigilator un-pauses the recording.
7.  After the extract for Question 1 has been repeated in full, following the final double beep sound, the invigilator pauses the recording for 18 seconds.
8.  The invigilator un-pauses the recording.
9.  The invigilator repeats steps 5 – 7 for all remaining questions on the paper.
10. The invigilator pauses the recording for 10 seconds at the end of the examination, ensuring that the total duration of the examination does not exceed 43 minutes and 45 seconds.

**Higher Tier**
Please find below an example of how 25% extra time for a Higher Tier candidate **could** be administered:
Regular timing:            45 mins
25% extra time:                  11 mins 15 secs
Total with 25% extra:          56 mins 15 secs

1.  Invigilator presses play and starts the timed examination.
2.  5 minutes reading time on the recording comes to an end.
3.  Invigilator pauses the recording for 38 seconds.
4.  Invigilator un-pauses the recording.
5.  After the extract for Question 1 has played fully for the first time, following the final single beep sound, the invigilator pauses the recording for 30 seconds.
6.  Invigilator un-pauses the recording.
7.  After the extract for Question 1 has been repeated in full, following the final double beep sound, the invigilator pauses the recording for 30 seconds.
8.  Invigilator un-pauses the recording.
9.  Invigilator repeats steps 5 – 7 for all remaining questions on the paper.
10. Invigilator pauses the recording for 37 seconds at the end of the examination, ensuring that the total duration of the examination does not exceed 56 minutes and 15 seconds.

**Live speakers**
Where a live speaker is to be provided to the candidate, this should, wherever possible, be the candidate's subject or specialist teacher. However, an invigilator must be present in the examination room at all times.

The live speaker should be allowed access to the recording or the transcript, one hour before the published starting time for the examination. This is to allow time for the live

speaker to prepare. It may be necessary to delay the start of the examination for the candidate(s) concerned. The candidate(s) must be placed under centre supervision whilst the live speaker prepares for the examination.

To access the transcript or the recording, the centre must register for the Secure Download Service.

**Paper 2 Speaking assessment - Extra time**
Candidates who are eligible will be allowed to add up to 25% of the maximum time permitted for assessment for that tier.

This will consist of extra time during the preparation time. The allocation of time must be managed by the centre in response to the needs and usual ways of working of their individual candidates and should not exceed a total of 25% extra time of the assessment for that tier.

If extra time is needed during the recording (i.e., when the candidate is speaking) an application for 25% extra time must be processed using [Access arrangements online](#).

Please ensure full details of the candidate's requirements, including their usual way of working and your observations on what has helped make the assessment suitably accessible (based on mock assessments of the speaking component) are included with any requests submitted for extra time for the speaking assessment.

**Supervised breaks**
The timing of the examination should be paused and re-started when the candidate is ready to continue. Please note that the recording itself should **not** be stopped or paused but the teacher-examiner should state on the recording that 'the candidate is now taking a supervised rest break'.

During the supervised rest break the candidate must not have access to the question paper/answer booklet. If the candidate needs to leave the examination room, an invigilator must accompany the candidate.

There is no maximum time set for supervised rest breaks. The decision must be made by the SENCo based on their knowledge of the candidate's needs and the candidate's normal way of working when placed under timed conditions. The duration of the

supervised rest break should ideally be determined by the SENCo before the start of the examination series.

**More support**

For more information about access arrangements and reasonable adjustments please visit the Pearson access arrangements webpage, and also see the JCQ access arrangement page, in particular the JCQ guidance document on access arrangements and reasonable adjustments.

For further support with access arrangements or reasonable adjustments, contact: uk.special.requirements@pearson.com.

# Submitting work to Pearson via LWT

All oral assessments must be recorded digitally and uploaded 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 GCSE MFL must be submitted via this portal, which is available to access through Edexcel Online (EOL).

**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 to access the LWT portal.
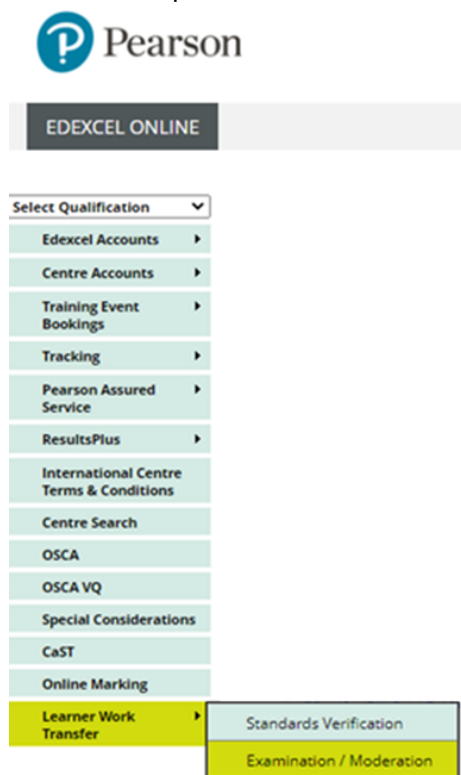


**2. Viewing candidates in the portal**
An example of the Learner Work Transfer dashboard is shown below. Depending on the state of the process (To Do, In Progress or Completed), the default view will start on a particular tab.

The search box can be used to narrow down the results as required. Click the three vertical dots on the right, then select 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 convention when uploading documents to learner folders:

'[unit number]_[tier]_[centre number]_[candidate number]_[surname]_[first letter of first name]' e.g. '1FR0_2F_12345_0012_Bloggs_J'

Use the following naming conventions for uploading the accompanying form

- 1FR0_2F_12345_0012_Bloggs_J_candidate recording
- 1FR0_2F_12345_0012_Bloggs_J_CS2

If you are uploading one CS2 for multiple candidates, please use the following naming convention: '[centre number]_CS2' e.g. 12345_CS2 and see instructions on linking a file to multiple learners below.

## 4. Uploading files

To upload learner evidence, click 'Browse' under the learner.
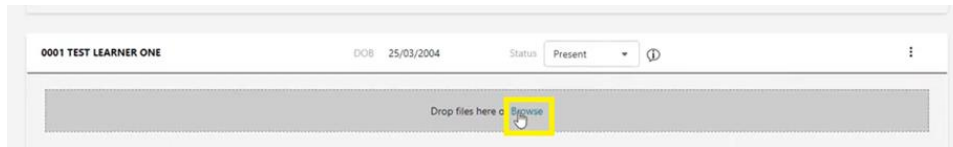


This will open a file explorer. Click on a file to upload or hold down the 'Ctrl' key to select multiple files then click 'Open'. Alternatively drag the files from your computer onto the grey area of the page, where it states 'Drop files here'.
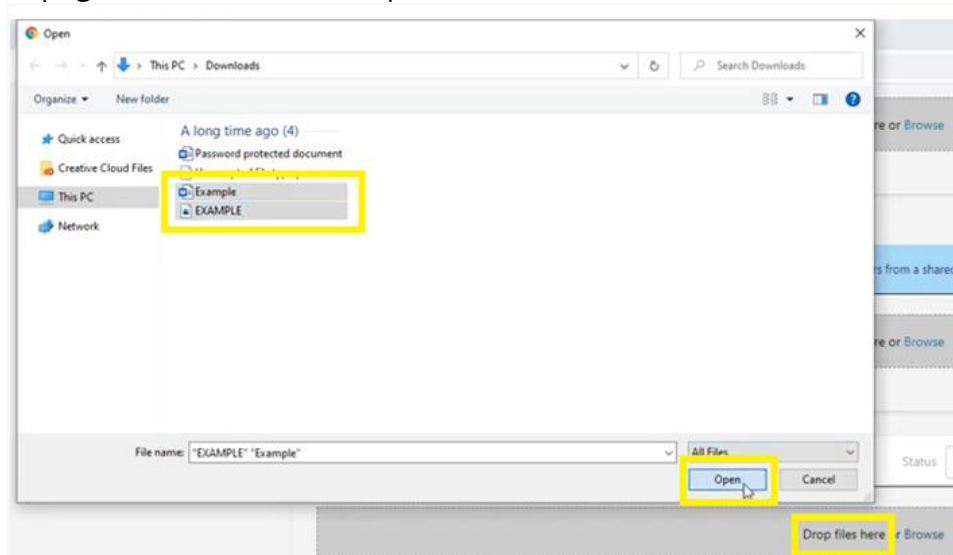


Files uploaded will then move to 'Scanning' state. Once the checks are successful it is updated to 'Accepted' or 'Rejected'. If you have uploaded the incorrect document, you can remove it by clicking the 'X' next to the file name.
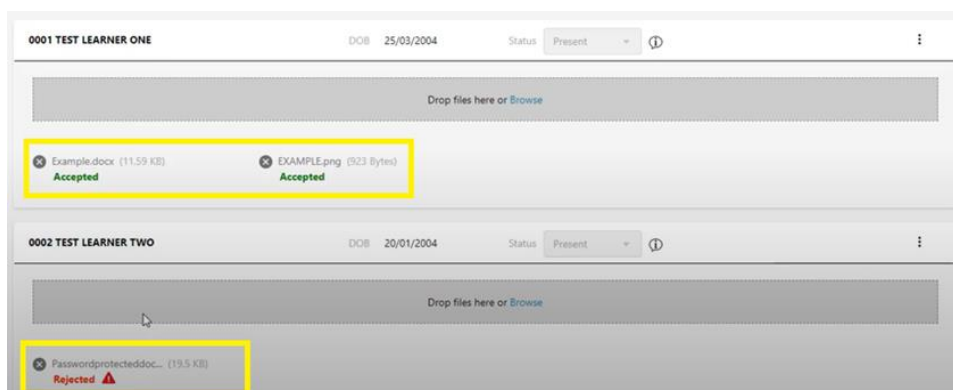


Please do not upload zip files. You can hold CTRL down whilst selecting multiple files in the

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 submitting a separate 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.
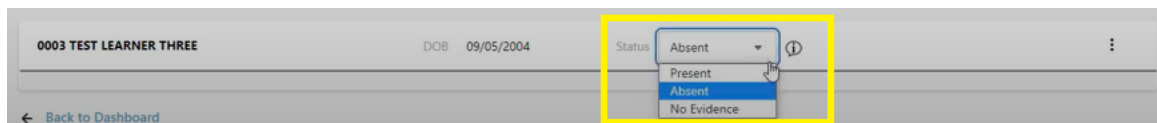


The 'Administration Material' section should only be used for documents that apply to all candidates at cohort level.

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.
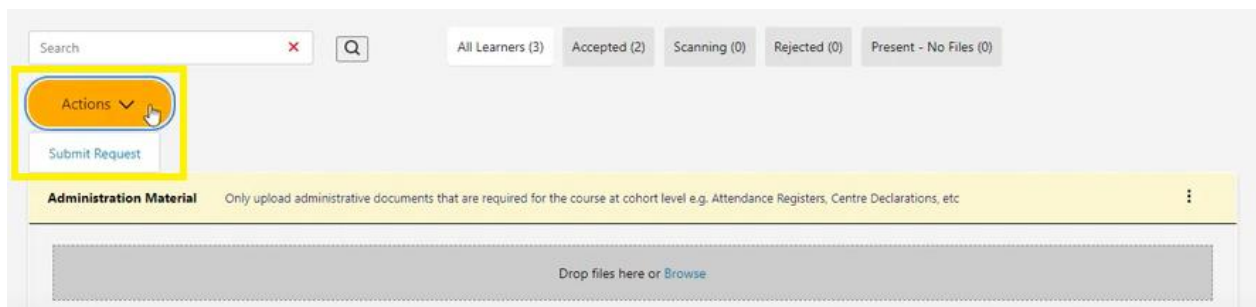


Once your assessments have been submitted, you will receive a confirmation message. Click 'Ok' to proceed. This will send the files to the examiner and you will no longer be able to add, edit or remove anything. The completed tab shows units which have been submitted for marking.

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.
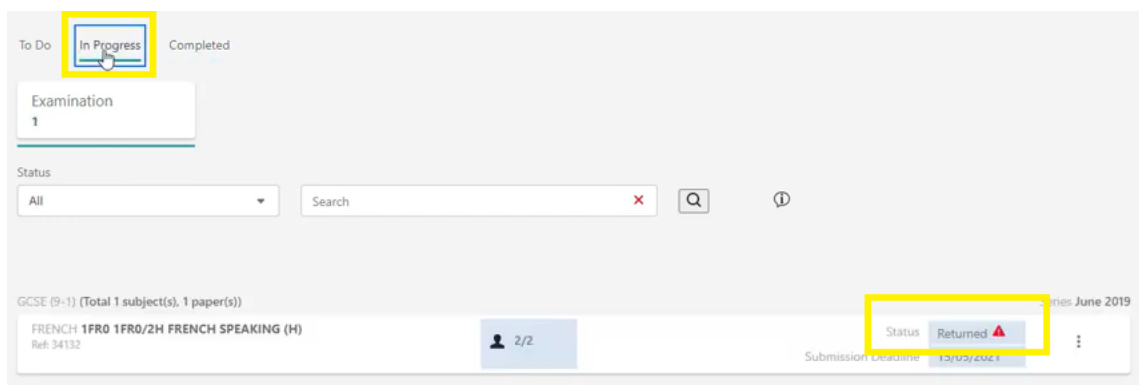


If you realise that incorrect documents have been uploaded and submitted, please contact us immediately to request the submission to be returned for amendment.

## 5. 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.
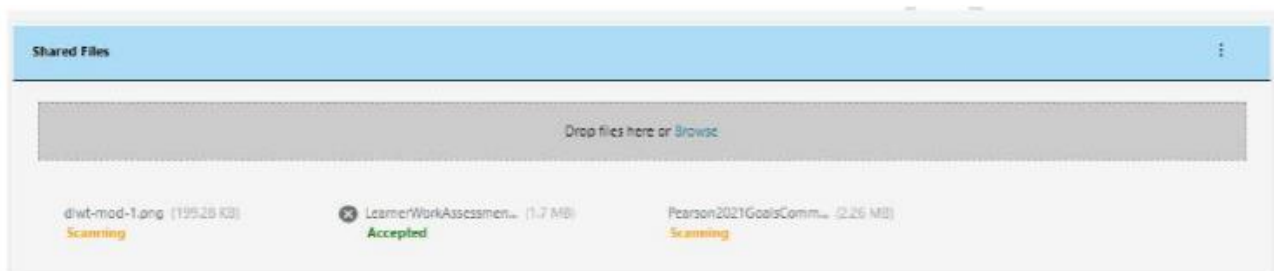
A file cannot be uploaded directly to a learner or via the shared files functionality if another file with the same name and format has already been uploaded to that card. For example, you cannot upload multiple pdfs called 'speaking form' to the same learner, or within the shared file section. If this 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 CS2 file and link it to multiple candidates. If uploading one CS2 form for multiple candidates, please name it with your centre number i.e. 12345_CS2.

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 Learner Work Transfer.

**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 on pages 30-35 of 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 LWT within 24 hours of being entered. Where late changes to entries were made, such as late tier entry changes, 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](#).

## Appendix 1:

**Checklist – Paper 2 Speaking**
- Foundation Tier (7–9 minutes **plus** 12 minutes' preparation time)
- Role play: 1–1.5 minutes; picture-based task: 2.5–3 minutes; conversation: 3.5–4.5 minutes
- Higher Tier (10–12 minutes **plus** 12 minutes' preparation time)
- Role play: 2–2.5 minutes; picture-based task: 3–3.5 minutes; conversation: 5–6 minutes

**Before the assessment**
- Upon receipt of speaking materials from Pearson Edexcel, store securely.
- Agree candidates' topic choices for conversation part 1 **two weeks** before assessment.
- Open materials **3 working days** before the start of the prescribed five-week assessment period.
- If required, Exam Officers can print additional copies **3 working days** before the start of the prescribed five-week assessment period.
- Plan speaking assessments using sequencing grid.
- Test recording equipment.

**In the preparation room**
- Give candidates the allocated stimulus cards and blank CN2 notes form.

**During the assessment**
- Switch on recording equipment.
- Announce candidate name and number.
- Conduct transitions between tasks in the target language. For Chinese and Japanese, transitions should be in English.
- Take stimulus cards and notes (CN2) from candidate on completion of the picture-based task.
- On completion of the assessment, announce 'End of assessment'.
- Check the recording before moving on to the next candidate.

**After the assessment**
- If necessary, convert recordings to appropriate digital format.
- Upload all files onto LWT.
- All materials to be kept secure until end June 2024
- Notes made during preparation time to be kept secure until end of October 2024.