



International GCSE languages Conducting Assessments

Administrative Support Guide

English as a Second Language (4XES2) (2023)

This document should be read in conjunction with the subject specification which can be found on the Pearson website [here](#).

Contact information

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

Our Languages Subject Advisor can be contacted via teachinglanguages@pearson.com

September 2024

All the material in this publication is copyright.

© Pearson Education Ltd 2024

Contents:

<u>Introduction:</u>	Overview	3
	Key dates	3
	Assessment availability	4
	Qualification overview	4
<u>Topics and subtopics</u>		5
<u>Units:</u>	Unit 1: Reading	6
	Unit 2: Listening	7
	Unit 3: Writing	10
	Unit 4: Speaking	11
	Cash-in code 4XES2	20
<u>Submitting assessment materials</u>	Overview	21
	Guidance on uploading to LWT	22
	How to submit assessments using LWT	22
	Learner Work Transfer FAQs	24
<u>Special Requirements</u>	Extra time	25
	Supervised breaks	25
	More support with special requirements	25

Introduction

This guide is designed to advise teachers on how best to prepare students for examinations in International GCSE English as a Second Language.

Teachers should familiarise themselves with the details of the International GCSE specification, including the paper description, assessment requirements and assessment criteria. These are available on our website: [English as a Second Language \(2023\)](#).

Teachers should also refer to the Speaking Guidance section in the MFL *Getting Started* guide for [English as a Second Language](#).

It is essential that teachers are aware of the requirements of each unit, as any incorrectly conducted tests can adversely affect candidates' marks.

Key dates

Please refer to the [information manual](#) for key dates and entry information for International GCSE languages.

Papers for Unit 1 (Reading), Unit 2 (Listening), and Unit 3 (Writing) are timetabled examinations. **Exam timetables** can be found on our [website](#).

Speaking assessments must be scheduled within the designated **speaking window** dates. As soon as the speaking window dates are confirmed, these will be published on the [languages landing page](#).

The submission deadline for International GCSE MFL candidate speaking recordings is two working days after the last oral exam for that language has taken place in the centre. If conducting speaking exams on a Friday, the submissions must therefore be made by the following Tuesday.

Assessment availability

The English as a Second Language International GCSE is a unitised qualification with all units available in the May/June exam series and November exam series each year:

Specification			Availability	
Entry	Option	Title	June (from June 2025)	November (from Nov 2025)
4WES1		English as a Second Language (Unit 1)	Yes	Yes
4WES1	R	English as a Second Language (Unit 1R)	Yes	Yes
4WES2		English as a Second Language (Unit 2)	Yes	Yes
4WES2	R	English as a Second Language (Unit 2R)	Yes	Yes
4WES3		English as a Second Language (Unit 3)	Yes	Yes
4WES3	R	English as a Second Language (Unit 3R)	Yes	Yes
4WES4		English as a Second Language (Unit 4)	Yes	Yes
4XES2		English as a Second Language Cash-in	Yes	Yes

Qualification overview

The Pearson Edexcel International GCSE in English as a Second Language (4XES2) consists of four externally assessed units. The Pearson Edexcel International GCSE in the above language is a unitised qualification. Units may be taken in different exam series, and the cash-in code entered in the final exam series taken by a candidate.

Paper	Code	Total marks	Percentage of qualification
Paper 1: Reading	4WES1/01	50	25%
Paper 2: Listening	4WES2/01	50	25%
Paper 3: Writing	4WES3/01	50	25%
Paper 4: Speaking	4WES4/01	50	25%
Cash-in code	4XES2	200	100%

TOPICS:

TOPIC	SUBTOPIC
Topic 1: Myself & Others	<ul style="list-style-type: none"> • Hobbies & leisure time • Homes • Family, friends & relationships
Topic 2: Travel & Tourism	<ul style="list-style-type: none"> • Transport and accommodation • Tourist activities • Travel destinations & reason for travelling
Topic 3: Education	<ul style="list-style-type: none"> • School life • Future education plans • ICT (Information and communication technology)
Topic 4: Employment	<ul style="list-style-type: none"> • Part-time & voluntary work • Future employment plans • Job applications
Topic 5: Global Issues	<p><i>Choose one from the following subtopics:</i></p> <ul style="list-style-type: none"> • The Environment • Equality • The Media

Unit 1: Reading

This is a timetabled examination and is externally assessed by Pearson Edexcel. There is one question paper per candidate.

The reading examination lasts 1 hour and is worth a quarter (25%) of the qualification. It is worth 50 marks.

Format:

The Reading unit assessment consists of six reading texts of increasing length and challenge. Some texts are divided into two or more paragraphs followed by questions on the text.

Examination questions are set in English, using the following question types: multiple choice, multiple response, gap-fill, and short open response questions. A maximum of two different question types, e.g. a multiple choice and a gap-fill, are used for each stimulus text (or for each paragraph, if the text is divided into paragraphs).

Correct spelling will not be a requirement as long as the learner response is comprehensible.

For more information, please use the [Getting Started guide for the International GCSE English as a Second Language](#) (pages 18-26).

There are also [Sample Assessment Materials for Unit 1: Reading here](#) (pages 5-28).

Unit 2: Listening

This is a timetabled examination and is externally assessed by Pearson Edexcel. There is one question paper per candidate.

The listening examination lasts 45 minutes and is worth a quarter (25%) of the qualification. It is worth 50 marks.

Format:

Examination questions are set in English, using the following question types: multiple choice, multiple response questions, gap-fill and short open response questions.

This paper consists of nine recordings of increasing length and challenge. Some recordings are divided into two or more audio clips followed by examination questions. The aim of the listening examination is to assess learners' understanding of spoken English language and provide an appropriate response in written English.

Correct spelling is not a requirement as long as the learner response is comprehensible.

Learners will be given time to read the questions before each part of the recording begins and are expected to respond to the questions as they listen. **Learners will hear each recording twice.**

The recordings will relate to Topics 1–4 detailed in section *List of topics and subtopics*.

For more information, please use the [Getting Started guide for the International GCSE English as a Second Language](#) (pages 27-34).

There are also [Sample Assessment Materials for Unit 2: Listening here](#) (pages 30-56).

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.

It is 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 within the capabilities of the equipment 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.

Listening examination recordings

Digital recordings of the listening assessment can be accessed from our Secure Download Service.

MAIN PAPER - 4WES2

MP3s of the listening examination recordings for the **main paper** (4WES2) 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).

TIMEZONE PAPER – 4WES2 R

MP3s of the listening examination recordings for the **time zone paper** (4WES2 R) will be available for secure download:

- AM exam – MP3 recording will be accessible from 5am GMT the day before (or Friday if the exam is on a Monday).
- PM exam – MP3 recording will be accessible from 8am GMT the day before (or Friday if the exam is on a Monday).

Transcripts of recordings

Main paper (4WES2):

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 will be issued.

Time zone paper (4WES2 R):

A transcript of the recording will be available from 5am GMT on the day of the examination for the morning exam- and from 8am GMT for the afternoon exam.

No paper copies will be issued.

Secure Download Service

The Secure Download Service (SDS) is a profile within Edexcel Online (EOL) that gives you access to confidential General Qualifications examination material.

To access recordings via the Secure Download Service (SDS), your centre must have registered for this. Your examinations officer needs to have signed up for this service sufficiently in advance of when the exams are due to take place.

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).

Instructions around registration and access to secure materials can be found [here](#). If you are still having issues, please contact our Customer Services:

- For **UK centres** contact 03444 632 535
- For **International centres** contact +44 (0) 120 477 0696

Reading time

The five minutes' reading time permitted to candidates has been incorporated into the listening examination recording. Candidates may 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.

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 each candidate 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.

Unit 3: Writing

This is a timetabled examination and is externally assessed by Pearson Edexcel. There is one question paper per candidate.

The reading and writing examination lasts 1 hour 15 minutes and is worth a quarter (25%) of the qualification. It is worth 50 marks.

Format:

The Writing unit assessment consists of three separate tasks that require learners to write in an appropriate register for different purposes. Learners must answer questions 1, 2 and 3. In Question 2, they must answer either option (a) or option (b) or option (c).

The examination includes extended-writing questions.

The aim of the Writing unit assessment is to assess learners' written language competence through a variety of tasks which, where possible, reflect real-life situations and are relevant to learners and their backgrounds. Tasks in the Writing unit assessment relate to topics detailed in this document.

Whilst not every topic may be covered in the Writing examination year on year, each Writing unit assessment covers a range of the subtopics from Topics 1–4.

Each Writing unit assessment includes a task which requires learners to use vocabulary relevant to their chosen subtopic for Topic 5.

Tasks include a suggested word count. If a learner writes significantly less than the suggested word count, it is unlikely they will have covered the task specific content points adequately. Conversely, if a learner writes significantly more than the suggested word count for a particular task, it is likely that they will have spent too much time on that task, which could cause them to run out of time.

In the writing section, learners can choose the order in which they attempt the three parts. Learners should take note of any other instructions given regarding the purpose of the writing tasks and the intended audience.

The examination assesses spelling, punctuation and grammar (SPaG) and other English language writing skills. Writing tasks are marked using a level-based mark scheme which is included in the [Sample Assessment Material](#) (pages 71-74).

For more information, please use the [Getting Started guide for the International GCSE English as a Second Language](#) (pages 34-40).

There are also [Sample Assessment Materials for Unit 3: Writing here](#) (pages 57-74).

The Writing unit assessment consists of:

- **Task 1:** Informal writing (suggested word count 80 words; 10 marks)
- **Task 2:** Semi-formal writing (suggested word count 180 words; 20 marks)
- **Task 3:** Summary writing (suggested word count 180 words; 20 marks)

Unit 4: Speaking

Assessment Overview

The speaking assessment is conducted internally and is externally assessed. The speaking assessment is not a timetabled exam but must be completed within the speaking window for each exam series.

(Speaking windows can be found [here](#) on our Qualifications Page on the website).

The assessment should last 22-23 minutes. It comprises 25% of the qualification and is worth 50 marks.

All speaking tests must be conducted entirely in the target language, within the prescribed speaking assessment window. Whenever possible, all tests in one centre and for one language must be conducted in one continuous session and the assessments must be recorded for all learners and sent to Pearson for external assessment.

Format:

The assessment consists of three tasks. Learners must complete all three tasks.

Stimulus cards

Physical copies of stimulus cards will be dispatched to centres in advance of the speaking window opening. To track the dispatch and arrival of these cards, please see: [Edexcel Online: Tracking Question Papers](#).

Randomisation grid

A randomisation grid for English as a Second Language will be dispatched to centres in hard copy, in a pack with the stimulus cards.

Please note that the randomisation grids will differ for each language and exam series and the correct grid must therefore be used.

Please be advised:

- **The randomisation grid must never be shared with candidates.**
- **The stimulus cards must not be shared with candidates before the exam preparation time.**

This is malpractice and will lead to penalties for centres and candidates.

These randomisation grids can also be accessed on our Qualifications website [here](#), under Course Materials: Exam materials, and then under the correct exam session (e.g. June 2025). For assistance with accessing these randomisation grids, you can contact our Customer Service team via telephone, email or live chat by using the [contact details listed here](#).

The teacher/examiner should choose stimulus cards for Task 1 and Task 3, using the randomisation grid provided by Pearson. The randomisation grid ensures that Task 1 and Task 3 cover different core topics, as in this example:

Candidate Order	Role Play Stimulus	Picture-based Conversation Stimulus
Candidate 1	RP1	PT2
Candidate 2	RP2	PT1
Candidate 3	RP3	PT4
Candidate 4	RP4	PT3
Candidate 5	RP1	PT3
Candidate 6	RP2	PT4
Candidate 7	RP3	PT2
Candidate 8	RP4	PT1
Candidate 9	RP1	PT4
Candidate 10	RP2	PT3
Candidate 11	RP3	PT1
Candidate 12	RP4	PT2

An example randomisation grid is available on page 78 of the [SAMs](#). The grid will designate stimulus cards, which will be written on the [Candidate Cover Sheet](#) (under “Forms and administration” on our Qualifications website).

Conducting the speaking assessments

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.

Speaking assessments should be conducted in person, in the centre. Remote speaking assessments online are not routinely available. They may be permitted as a last resort solution in circumstances that make face-to-face assessments impossible (such as a regional lockdown). In such circumstances, centres must obtain permission from Pearson in advance of the speaking window.

We recommend that speaking assessments for each language qualification are conducted in one continuous session or 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 assessment window.

For each day on which speaking exams are conducted, the teacher/examiner should start again at the top of the randomisation grid, regardless of where they finished on the randomisation grid on the previous day on which speaking exams were held.

The examinations are externally marked by Pearson. The teacher/examiner will need recording equipment, pens and paper for learners to make notes, and a clock to time learners. Task cards are provided by Pearson. The instructions provided to the teacher/examiner by Pearson are precise and the teacher/examiner is required to follow them exactly when forming questions and presenting tasks to the learners.

For more information, please use the [Getting Started guide for the International GCSE English as a Second Language](#) (pages 40-48).

There are also [Sample Assessment Materials for Unit 4: Speaking here](#) (pages 75-121).

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](#).

Assessment aims:

There is an incline in the difficulty as learners go through the unit assessment – Task 1 targets the lower grades, while Task 2 and Task 3 target the entire grade range. Every task is designed to be accessible to the entire ability range. The Speaking unit assessment differentiates learners by the quality of the output they produce.

The Speaking unit assessment consists of:

Preparation time (10 minutes, not assessed):

The teacher/examiner chooses role play and picture-based conversation cards for Task 1 and Task 3 and gives these to the learner.

These cards are chosen using the randomisation grid for the current exam series, which ensures that Task 1 and Task 3 focus on different parts of the prescribed Topics 1-4. (Randomisation grids from past series must not be used).

The learner will have 10 minutes of supervised preparation time, during which they may not consult a dictionary, nor have access to any additional resources (such as a phone, the internet, or a thesaurus), but they may make notes (a maximum of one side of A4 paper of notes per task). These notes may be taken into the examination room and learners may look at them at any time. At the end of the assessment, these notes must be given to the teacher/examiner.

Learners must not write on the stimulus cards.

At the time when the learner is given the prompt cards, the teacher/examiner should collect the notes that the learner has prepared for Task 2. These will be returned to the learner at the appropriate stage of the assessment.

Starting the recording

Please ensure that each recording begins with a general announcement stating:

- Qualification title (International GCSE English as a Second Language);
- Exam series (e.g. June 2024);
- Centre name and number;
- The name of the teacher conducting the test.

Always introduce each candidate by saying:

- The candidate's name;
- The candidate's number.

There must be no break in a candidate's speaking test.

A non-assessed warm-up/settle-in conversation (1 minute; 0 marks)

The teacher/examiner begins the recording by introducing themselves (as above) and asks a series of simple questions on a familiar topic to set learners at ease.

Questions will be general, e.g. "How is your day going?" and "What did you do before the test today?"

The warm-up conversation is not assessed. It is meant to put the learner at ease and to give them the chance to warm up their voice after their preparation time.

The warm-up conversation should be kept under 1 minute and be clearly brought to a close by the teacher/examiner.

Task 1: Role play (1–2 minutes; 10 marks)

Learners and teacher/examiner engage in a role play, using the prompt card for Task 1.

Teacher-examiners must use the Stimulus card provided with the five given prompts and should not deviate from this in this Task, add other information, or re-phrase the prompts. They must read from this card as a script.

The teacher-examiner may begin by saying:

"We are now going to complete Task 1 of the test, which is the role play. You are talking to [the role played by the teacher-examiner, e.g. a friend]. You want to [do the activity listed on the Stimulus Card for the role-play]. I am [the role played by the teacher-examiner]. I will speak first."

For example, a stimulus card for Task 1 may have the following instructions to candidates:

“You are talking to your friend. You want to go to the cinema together to see a film. The teacher/examiner will play the role of your friend and will speak first.”

In this case, the teacher-examiner would begin this task by saying:

“We are now going to complete Task 1 of the test, which is the role play. You are talking to your friend. You want to go to the cinema together to see a film. I am your friend. I will speak first.”

Learners interact with the teacher/examiner following the five given prompts. Learners are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

The – ! – indicates an unseen question and learners must respond to something they have not prepared, whereas – ? – indicates learners must ask a question.

For examples of the Stimulus Cards (for learners and teachers) for Task 1, please see our [Sample Assessment Material](#) (pages 83-88 and 99-106).

Task 1 focuses on more accessible, transactional settings and language elements. As such, making plans, asking for help and making purchases are very common scenarios for the Role play.

Task 1 will always clearly relate to one of the four core topics (Myself & Others, Travel & Tourism, Education and Employment). Topic 5 (Global Issues) will not be targeted by Task 1. For example, Task 1 relates to Myself & Others as it asks learners to talk about their leisure time.

Task 2: Topic talk (5 minutes; 20 marks)

Before the day of the assessment, learners should choose an area to research and, with appropriate guidance from a teacher, prepare a 2-minute topic talk on a subject of their choice.

The teacher (or centre) must not choose the topic talk title or topic talk content. Learners must choose the topics by themselves.

The subject must relate to one of the three subtopic options from Topic 5 Global Issues.

- For example, if a learner had studied “The Media” with their teacher, the learner might choose to prepare a topic talk on the impact of social media on teenage mental health.

The teachers should adequately support the learners with preparation.

- The teacher (or centre) must not choose the title or specific content discussed during the topic talk. Learners must prepare topic talks independently.

During the assessment, learners will deliver their 2-minute topic talk.

At the start of this task, the teacher/examiner should return the notes which were collected at the start of the learner's preparation time. The teacher/examiner will then prompt the learner to deliver their 2-minute topic talk.

The teacher-examiner may begin by saying:

"We are now going to complete Task 2. This task is the topic talk on the topic you have chosen. You will have 2 minutes to speak. When you have finished, I will ask you some questions about your topic talk. You may start now."

The learner can then deliver their 2-minute topic talk.

If the learner has not finished by the end of 2 minutes, the teacher/examiner should stop them by saying: *"Thank you. You have now been speaking for 2 minutes. I will now ask some follow-up questions."*

The teacher/examiner will then lead a follow-up discussion of the topic by asking a series of questions about the topic.

At an appropriate point for the learner, or at the end of a 3-minute discussion, the teacher/examiner should end Task 2 and collect the learner's page of notes for this task.

Please refer to [Getting Started Guide](#) and [sample learner responses resource](#) for further guidance on preparing learners for this element of the assessment.

There is no learner stimulus card for this task. There is a single card relating to this task: Instructions to the teacher/examiner. This card includes instructions and sample questions for the teacher to ask in the follow-up discussion. This card should not be shown to the learner.

The teacher instructions card includes a range of questions, which the teacher/examiner should choose from and adapt as appropriate, to lead the learner into a follow-up discussion on their topic talk.

- The list of possible questions is not prescriptive – the teacher/examiner should select questions appropriate to the learner.
- The list of possible questions has an incline of difficulty – the earlier questions are less challenging than the later ones.

Learners should be given the opportunity to demonstrate what they are capable of so the teacher/examiner should usually ask questions from throughout the list.

- In some cases, where a learner is struggling with the more challenging questions, it may be appropriate to choose more questions from the top of the list.

The teacher/examiner can also ask up to two questions of their own, from beyond the list of questions on the teacher instructions card.

- The teacher/examiner should remember that the purpose of the follow-up discussion is to allow learners to demonstrate their command of the language, so any of their own questions should aim to invite an open response and be closely related to the topic that the learner has been speaking about.

Task 3 – Picture-based conversation (5 minutes; 20 marks)

The teacher/examiner will lead the learner into an extended conversation using the prompt card for Task 3.

The teacher-examiner may begin by saying:

“We are now going to complete the final task, Task 3. Look at the picture. We are going to discuss the picture and the topic of ... [the topic listed on the Stimulus Card].

“Describe the picture.”

A list of prompt questions then follows on the teacher-examiner card. These are available to teacher/examiners but this list is neither prescriptive nor exhaustive. The conversation should develop naturally to allow for spontaneous interaction.

- The first prompt will always require the learner to describe the picture on the card.
- The teacher/examiner card includes four further prompts, which the teacher/examiner should read out (in order).
- Each of the prompts includes extension prompts, which the teacher/examiner can choose to ask in order to elicit a more developed response from the learner. The teacher/examiner does not need to make use of any of the extension prompts if the learner is producing developed responses without them.
- Similarly, the teacher/examiner does not need to ask all of the questions if the learner is unable to continue.
- The prompts on the teacher card are designed to elicit a wide range of language structures from the learner. As such, they will cover past, present and future tenses, require learners to give opinions and ask a question.

For examples of the Stimulus Cards (for learners and teachers) for Task 3, please see our [Sample Assessment Material](#) (pages 89-98 and 107-114).

For Task 3 – Picture-based conversation, the learner stimulus card will include a picture which relates to one of the four core topics (Myself & Others, Travel & Tourism, Education and Employment). Topic 5 (Global Issues) will not be targeted by Task 1.

End of assessment

The teacher-examiner should announce ‘End of test’ in English at the end of the recording.

After Task 3 has been completed, the teachers/examiner must collect any notes that learners have made and keep these securely until Results Day.

At this point, the notes should be disposed of securely.

The teacher-examiner should check periodically that the recording device is working correctly, and that candidates’ answers are audible.

Examining technique

It is important to note that all topic areas can be assessed at any level. Teacher-examiners should guard against limiting their students to simple descriptive language, ensuring at all times that they are given the opportunity to access and produce abstract language. This involves moving on from the more concrete language of description learned at Key Stage 3 towards the language of justification required at a higher level. For example, students may be able to describe fitness activities, but at a higher level should also be able to explain why they are important, express their opinions about a variety of activities and justify their ideas.

For each conversation (Tasks 2 and 3), teachers/examiners should:

- ask open questions.
- ask questions at a level appropriate to the candidate's ability.
- link the questions to the previous response as far as possible.
- elicit a range of tenses (past, present and future).
- elicit a range of structures and vocabulary.
- elicit opinions and justifications.
- provide candidates with an opportunity to expand.
- respect the required timings.

Examples of open questions which allow students the freedom to expand answers:

Task 2:

- *Tell me more about the consequences of... ?*
- *What is the most important thing that people should understand about your topic?*
- *Are you optimistic about the future of this issue? Why?*
- *What question would you ask an expert on this topic?*
- *Where did you find the information about... ?*
- *Some people argue that... . Do you agree?*
- *How could you encourage other people to... ?*
- *Do you think more should be done to... ?*
- *What changes do you think there will be in the future?*

For more examples of these questions and responses, please see: [International GCSE English as a Second Language: Exemplars with examiner commentaries \(Unit 4 Speaking\)](#).

Task 3:

Questions here will be determined by the picture on the Stimulus Card. To see examples of these questions and responses, please see: [International GCSE English as a Second Language: Exemplars with examiner commentaries \(Unit 4 Speaking\)](#).

General guidance:

Ensure that questions allow students to achieve their maximum potential, for example by encouraging them to cover a range of tenses / time references and opinions as appropriate within the prescribed time for the conversation in Tasks 2 and 3.

Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher-examiner should enable students to:

- 1) answer questions freely, in turn allowing them to produce extended sequences of speech
- 2) develop conversations and discussions
- 3) give and justify own thoughts and opinions
- 4) refer to past, present and future events.

Never correct a candidate's language, however inaccurate, during a test. Avoid finishing sentences for students except where it would be in their interest to move on to something else. Try to stimulate candidates to produce their best performance, taking them to their 'linguistic ceiling' but being careful not to press on with questions of a certain difficulty if it becomes clear that a candidate cannot cope at that level.

Interventions (questions, brief statements, instructions, comments etc.) should always develop flexibly and build logically on what candidates have said.

Candidates should be encouraged to speak independently and spontaneously and not be allowed to produce rehearsed speeches (except for the 2 minutes at the beginning of Task 2).

Candidates who repeat pre-learned or memorised material (except for the 2 minutes at the beginning of Task 2) should be interrupted and encouraged to produce more spontaneous discourse.

Cash-in codes:

Pearson Edexcel International GCSE in English as a Second Language (4XES2) will be graded and certificated on a nine-grade scale from 9 to 1, using the total UMS, where 9 is the highest grade. Individual unit results will be reported.

For a candidate to be eligible for an overall award (grade) for the International GCSE in English as a Second Language, the cash-in code (4XES2) must be entered along with the unit codes once the correct number of units has been entered for a candidate to be eligible for the overall award.

Once the correct number of units has been entered, the cash in code ties the units together, which enables us to produce an overall grade.

For International GCSE in English as a Second Language, a candidate will need all four units of the qualification (4WES1, 4WES2, 4WES3 and 4WES4) to be eligible for the cash-in code 4XES2 and therefore for an overall grade. Units can however be taken in different exam series.

Entering a cash-in code without the correct number of units will cause the candidate to be ineligible.

For more information about cash-in codes for modular International GCSEs, please see: [Modular International GCSEs: Support with entry, aggregation and certification](#).

Submitting assessment materials

Assessment recordings must be uploaded to our online Learner Work Transfer (LWT) platform **within two working days** of all speaking assessments for that language qualification being completed in the centre.

What to submit

The following must be uploaded to LWT for submission to the examiner:

- digital recordings for all candidates;
- a [candidate cover sheet](#) for every candidate (in editable Word format, not scanned).

Please ensure that all the required assessment materials are submitted for your cohort. Any missing materials will delay marking and potentially impact on the issuing of your candidates' results.

Candidate cover sheets can be found on our Qualifications website [here](#), under "Forms and administration", and then "Form".

Centres must keep a copy of the assessment recordings and candidate cover sheets. If an examiner discovers a recording has not uploaded to LWT, they will contact the centre for a replacement.

To facilitate digital upload to Learner Work Transfer and digital marking by our examining team, you must use the electronic version of the candidate cover sheet provided on our website. Typed names from candidates and teacher-examiners are acceptable in lieu of handwritten or digital signatures.

There is no requirement to provide a copy of the attendance register as candidates are marked as present or absent within the Learner Work Transfer platform.

Blank copies of the documents which need to be uploaded with the candidates' recordings will be available on our Qualifications website [here](#), under *Course Materials: Forms and administration: Form*.

File name conventions

Please use the following naming conventions, where 12345 represents the centre number and 7890 represents a candidate number for the candidate J Smith:

- 12345_7890_Smith_J (for the speaking recording itself)
- 12345_7890_Smith_J_CCS (for the candidate cover sheet)

There is no need to encrypt the files you are uploading as the LWT portal is secure. Please do not use zip files.

Guidance on uploading to LWT

All oral assessments must be recorded digitally and sent to Pearson via our online Learner Work Transfer (LWT) platform, which is available to access through Edexcel Online (EOL).

Submissions using USB/CDs will no longer be accepted.

For support with other FAQs, please see our Learner Work Transfer FAQs page.

How to submit assessments using LWT

1. Accessing the portal:

- Access the portal through your Edexcel Online account under 'Learner Work Transfer'. Instructions on how to access LWT can be found [here](#) (under Examination/Moderation).

2. Viewing candidates in the portal

- An example of the Learner Work Transfer dashboard is shown below. Depending on the state of the request (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 of the request then select View Learners to open the request. 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

Please use the following naming conventions before uploading documents to learner folders in LWT. In this example, 12345 represents the centre number and 7890 represents the candidate number for candidate J Smith:

- 12345_7890_Smith_J (for the speaking recording itself)
- 12345_7890_Smith_J_CCS (for the candidate cover sheet)

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. Please note that files may take some time to scan. There is no need to wait for each file while it scans – you can continue to upload files in the meantime.

- 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 platform accepts most of the popular file types including mp3, mp4, jpeg etc. 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.
- 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.
- There is no requirement to upload attendance registers in the 'Administration Material' section as individual students must be marked present or absent in LWT. You should only upload documents in the 'Administration Material' section that applies to the entire cohort.
- 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. Please check carefully that you have uploaded all the required files and that the correct documents have been uploaded for each learner before submitting. You must click 'submit' in order to send the uploaded assessments to Pearson examiners.
- Once a request has been submitted, you will receive a confirmation message. Click 'Ok' to proceed. This will send the request to your allocated examiner, and you will no longer be able to add, edit or remove files on LWT. The completed tab shows assessments which have been submitted.

If the examiner finds that the wrong material has been uploaded, they can return the LWT record to the centre. Your exams officer would receive an email from the examiner or Pearson with details of the action required. The LWT records will show in the 'In Progress' tab again with a status of 'Returned'. You can then add or remove files before resubmitting the assessments.

If you realise that incorrect documents have been uploaded and submitted, you will need to contact Pearson's Customer Service ([details here](#)) for the request to be returned.

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.

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 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 31-36 of this guide. Additional information and guidance are 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, there may be two requests on your dashboard for the same subject. Please check both requests for the learners.

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

Please use the 'Status' dropdown to mark the learner as absent on LWT.

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.

Where can I find more support?

To contact our assessment or teaching support teams, please use the Support Portal and select the relevant support categories.

If you have any technical issues with the LWT system that are not covered in our FAQs, please contact our Customer Service teams through the contact details (telephone number and email address) given on our website [here](#).

Access arrangements and reasonable adjustments

Please see our website for information on special requirements, including access arrangements and reasonable adjustments. Useful information may also be found in JCQ's guidance. The following guidance on extra time and supervised breaks are included here as they are particularly relevant to oral assessments.

Special Requirements

Extra time

For Modern Foreign Language speaking tests, candidates may apply to add up to a total of 25% of the maximum time permitted for the assessment.

This may consist of extra time during the recording (i.e., when the candidate is speaking during the recording) in order to ensure the diverse needs of candidates are addressed. 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 paper. In exceptional cases (i.e. severe stutter) more than 25% of extra time may be applied.

In order to apply for extra time for speaking components, centres must email our Special Considerations team uk.special.requirements@pearson.com directly. **Please note that applications submitted via Access Arrangements portal do not apply for speaking components.**

Please note that excess candidate material will not be assessed, except in the case of candidates who have been formally awarded 25% (or more) extra time. 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

When applying supervised rest breaks to speaking examinations, 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. The teacher-examiner should state on the recording that 'the candidate is now taking a supervised rest break' and note the timing to enable this to be resumed.

During the supervised rest break the candidate must not have access to any exam materials. 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 with special requirements

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