



**Pearson**

**Administrative Support Guide (ASG):  
Instructions for the Conduct of the optional  
Spoken Language Endorsement**

International GCSE English Language 4EA1/03 & 4EB1/03

Issue 2, September 2024

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## Introduction

The Administrative Support Guide (ASG) must be used in conjunction with the latest version of the following documents:

- [International GCSE in English Language A specification](#)
- [International GCSE in English Language B specification](#)
- A centre's individual monitor's report from the latest exam series (if they have had entries. This is downloaded from Edexcel Online from results day.
- The [Principal Monitor's report](#) from the latest exam series
- JCQ [Instructions for conducting non-examination assessments](#)
- JCQ [access arrangements](#)
- JCQ [Instructions for Conducting Non-examination Assessments \(NEA\)](#)

The ASG is to help teachers to ensure that the requirements and regulations of the assessment process have been met and that all assessment evidence is produced according to the requirements for the optional spoken language endorsement (SLE) of 4EA1/4EB1. This guidance encompasses feedback from the Principal Monitor.

### Pearson's two International GCSEs in English Language

Pearson offers two International GCSEs in English Language, 4EA1 and 4EB1. This guide provides information that applies to both qualifications. The arrangements for the SLE are identical for the two qualifications. A sample of video-recordings is required for both. Centres making entries for both qualifications are required to submit a sample of video-recordings for each.

### Key dates for the Spoken Language Endorsement (SLE)

#### November exam series

Date	Action required
13 September each year	<b>Entry deadline</b>
From mid-October each year	<b>Candidates' names will be available on Edexcel Online for grade entry</b>
5 November each year	<b>By this date, grades must be entered, and your self-selected sample of video-recordings must be uploaded to the Learner Work Transfer portal (LWT)</b>

### June exam series

Date	Action required
21 March each year	<b>Entry deadline</b>
From mid-April each year	<b>Candidates' names will be available on Edexcel Online for grade entry</b>
15 May each year	<b>By this date, grades must be entered, and your self-selected sample of video-recordings must be uploaded to the Learner Work Transfer portal (LWT)</b>

With the exception of 15 May, please check all other dates in the [Information Manual](#) each year.

### What do students have to do? Where is the mark scheme? How do I make up the video-sample?

Please see pages 10-13 of the [4EB1 specification](#).

The sample of video-recordings is made up as follows:

No. of students at centre	No. of students whose presentations must be recorded	Minimum no. of students at each grade (D, M, P) *
30 or fewer	All students	10**
Over 30	30	10***

\* All students at a grade if the centre has fewer than the stated minimum. Students assessed as Not Classified should not be included.

\*\* For example, if a centre has 15 D students, 11 M students and 3 P students, all of these students will be in the sample.

\*\*\* For example:

- if a centre has 21 D students, 14 M students and 3 P students, the sample will consist of 10 of the D students, 10 of the M students and all of the P students, with 7 additional students (from D and/or M) to make the overall sample up to 30.
- if a centre has no D students, 7 M students and 60 P students, the sample will consist of all of the M students and 23 of the P students.

## Re-use of SLE grades

### **Can students carry forward their SLE result from their previous attempt at International GCSE English Language 9-1?**

Yes, they can carry forward the SLE result from a previous attempt at Edexcel 4EA1/4EB1, providing they achieved a pass, merit or distinction. Exams officers will use the appropriate option code in the [information manual](#). Students who are resitting 4EA1/4EB1 may also resit the SLE if they wish. If students resit the SLE, their latest rather than their best result will be recorded on their certificate.

## Grade entry

**Please note, you need to have 'coursework and portfolio' ticked in your Edexcel Online profile to enter grades. If you don't, your exams officer can amend your profile.**

### **What grades/letters can be entered?**

NC=Not classified ('fail', no grade or exempted)

P=Pass

M=Merit

D=Distinction

You can enter some of your grades & candidates in the sample, 'submit' and return later to complete your submission. The system is designed so that after 25 minutes a warning message advising that there are five minutes left before time out is displayed. Once grades have been submitted, the timer re-sets to 30 minutes and more grades can be entered. However, if the warning is ignored, after 30 minutes grades will be lost.

The steps for entering your grades and sample are as follows:

1. Log in to Edexcel Online.
2. Click 'home' top right.
3. Select 'GCSE' from the drop down 'select qualification' box on the left.
4. Hover over 'Candidates' in the menu on the left and select 'Search by Course'.
5. Select 'June 20XX' or 'November 20XX' from the dropdown 'session' menu and click 'Next'.
6. Find '4EA1/4EB1' in the list of qualifications. Click on 'papers' in the far-right column for 4EA1/4EB1.
7. The first item on the list which opens, is labelled 'E', Spoken Language.

8. Click on 'Endorsement Grades'.
9. You will see some guidance and if you scroll down, the names of your candidates.
10. Enter 'D', 'M', 'P' or 'NC' for each candidate. Then use the options at the bottom of the page to 'Submit Grades' and then 'Print' the list of entered grades.

When all the grades have been entered, please print off the whole cohort's grades and retain this list, along with the record sheets of those candidates in the sample for your records.

### **What if I make a mistake when entering grades?**

If, after entering your grades for 4EA1/4EB1 Spoken Language Endorsement and printing off your candidates' names and grades you find you have made a mistake, please email [courseworkmarks@pearson.com](mailto:courseworkmarks@pearson.com) providing the following information:

Centre number  
4EA1/4EB1 E  
Candidate names affected  
Incorrect grades entered and the correct grades for each candidate.

### **Submitting video-recordings using the Learner Work Transfer (LWT) portal**

#### **How should the video-recordings be named?**

We advise that you create data files organised in the following way:

- Create a file for each student. Each file should be named according to the following naming convention: [centre #]\_[candidate number #]\_[surname]\_[first letter of first name]\_[grade] Example: Joshua Smith with candidate number 7890 at centre 12345 would have work in a folder titled, "12345\_7890\_Smith\_J\_Merit"
- Each folder must contain the video-recording of the presentation.

The recording must be readable through one of the following programmes: Windows Movie Maker, Real Time, VLC or Quicktime. We advise that you save the recordings in one of the following file types: Mp3, Mp4, MPEG, FLV, MOV, WMV or RM.

As centres select their own sample for this component, they use the 'manage learners' function on the LWT to 'add learners' which they have selected. Thereafter, they upload the video-recording against each student's name in the list on the LWT. **Centres should not upload all video-recordings in a zip folder.** Please access [guidance on using the LWT](#).

**What happens if a student has been entered for an option with the SLE but the centre has not video-recorded their presentation/has not assessed the SLE?**

The SLE is optional. If the candidate has not been assessed or no video-recording is available for the sample, the centre must withdraw the original entry and make a new entry using an option that does not include the SLE. If the late fees deadline has passed this may result in additional fees.

Many universities require evidence of speaking and listening capability in English Language for their degree courses and students who cannot evidence this may need to sit an additional qualification such as IELTS.

**Where can I find full details of how to deliver the Spoken Language Endorsement (SLE)?**

Here and in the specifications, which can be found here for [4EA1](#) and here for [4EB1](#).

**What if I need more help?**

You can [watch the SLE standardising materials](#) (videos of students being assessed). This [video](#) talks students and teachers through the whole process of doing the SLE.

**Suggested outline of activities**

Setting up, delivering and assessing the SLE over one year. NB the order of events is likely to be similar for those starting the delivery of the SLE at any point.

Date	Activities	Outcomes
September	<p>English Department meeting to discuss the set-up of SLE and standardisation activity using the exemplars.</p> <p>Consider how to deliver the SLE to any students with special/additional needs.</p> <p>Teachers read both their individual (downloaded from Edexcel Online) and -the <a href="#">Principal Monitor’s report</a> from the latest exam series to ensure that they are aware of strengths and weaknesses in previous submissions.</p>	<p>Teachers are clear about the different ways students can carry out the SLE.</p> <p>Teachers have decided how topics for the SLE will be set.</p> <p>Teachers can confidently award grades for the SLE.</p> <p>The department is clear about the approach to video-recording the sample so that the end result is that the school has recorded 10 distinctions/10 merits and 10 passes and the sample is</p>

	<p>Entries are made for the November exam series (if needed) with the appropriate entry code according to whether students are making a new attempt at the SLE or carrying forward a previous SLE result.</p> <p>Students using the November exam series are entered by 13 September.</p>	<p>representative of the various teaching groups within the centre.</p> <p>The department has decided whether students will be assessed in class, or whether students will be assessed in a different context.</p>
October	<p>Teachers introduce their students to the SLE and help students to select suitable topics.</p> <p>Teachers view 1 or 2 exemplars with students and have students grade the performances.</p>	<p>Students decide what they will present on.</p> <p>Students understand how they will be assessed.</p>
November	<p>Students prepare their presentation.</p> <p>Teacher input on the question and answer session.</p> <p>Teacher input on the advantages and disadvantages of using hand-held notes &amp; PowerPoint presentations.</p> <p>The grades/samples for any students sitting the November exam series are entered by 5 November.</p>	<p>Students are ready to present.</p> <p>Students have thought about questions that could follow their presentation &amp; those of their peers.</p> <p>Students have decided whether they will use any aids.</p>
December-February	<p>Students carry out their presentations wearing name badges and stating their names and topics at the start of their presentations.</p>	<p>By the end of February, all students have been assessed.</p>

	<p>Teachers complete the assessment record sheet for each student as they carry out their presentation.</p> <p>Teachers video-record a sample of candidates, saving each presentation securely using file types and file names as defined in this guide and the specification.</p>	
March	<p>English Department makes sure every student entered with an SLE option has been assessed.</p> <p>Head of Department (HOD) reviews recordings and ensures that the standard has been applied consistently.</p> <p>HOD ensures that the required sample has been recorded from across teaching groups and organises additional recording if necessary.</p> <p>Entries are made for the May/June exam series by 21 March with the appropriate option and entry codes.</p>	<p>Every student entered for the SLE has been assessed.</p> <p>The sample has been recorded and securely stored.</p> <p>Assessment record sheets have been completed.</p>
April	<p>HOD or exams officer (EO) inputs candidates' grades onto Edexcel Online &amp; list of grades printed off.</p> <p>HOD ensures that all the recordings in the sample are audible and can be played on the software listed in the specification.</p> <p>HOD retains a copy of the sample of recordings.</p>	<p>HOD/EO uploads sample of recordings, a print out of all grades, and the assessment record sheets for the candidates in the sample to the LWT 'administration material' section.</p>

	HOD uploads the sample to the Learner Work Transfer portal (LWT)	
By 15 May	N/A	Grades entered on Edexcel Online. Sample uploaded to the LWT.

## Frequently asked questions

### **Do students need to identify themselves by name, wear name badges and state the topic of their talk at the start of their presentations?**

Yes, they do. Please ensure that each student states their name at the start of their presentation so that monitors can confirm that the name of the candidate in the video-recording matches the file name of the video-recording entered on the LWT. It is also very helpful for monitors if students wear name badges and state the topic of their presentation at the start.

### **How long must the student’s presentation last? What if I’m assessing more than 1 student at a time, for example using a debate?**

Each student must speak for up to 10 minutes, including questions and answers. Students’ presentations (with questions and answers) should not exceed 10 minutes. If you assess several students at the same time, each student still needs to speak for around 10 minutes each. **There is no minimum time for the assessment.** You should bear in mind that you need to observe enough speaking and listening for the student to demonstrate the criteria for each grade.

### **How should the listening and responding to questions be managed?**

Candidates who are not asked questions and therefore cannot respond to them must be recorded as NC (Not classified). The questions asked, either by the teacher or by other members of an audience, should serve to help the candidate. Students may prepare the questions they will pose prior to the presentation. Challenging yet supportive open-ended questions which allow candidates to develop and expand their arguments, can help candidates achieve higher grades. It is helpful to coach students in the skills needed to pose and respond to questions. However, having the audience pose scripted questions which the candidate responds to with scripted replies should be avoided.

### **Do the students presenting and those asking questions have to be ‘in shot’?**

It is perfectly acceptable to film the candidate face on to the camera or slightly in profile so that the candidate can face both camera and audience. There is no need to film the

audience but their questions must be heard. Audiences should not be positioned behind the candidate as addressing questions to the back of his/her head is disconcerting and might well prevent the candidate from meeting the needs of, or engaging, the audience.

**Can questions be posed by the teacher only?**

Yes, they can but if this approach is used, the students should answer in a manner which suggests a wider audience, as in a TV interview.

**Can students use hand-held, bullet-point notes or use PowerPoint presentations?**

Yes, they can, but the intention is that they speak freely. Please see the exemplars for examples of how students use notes. If a student 'reads' you should use your professional judgement and apply the mark scheme as usual. A candidate who presents to the audience by reading from a script without making eye contact with the audience or using paralinguistic features is unlikely to be able to meet the needs of the audience (to interest them) and achieve the goals of the presentation.

The use of PowerPoint and video can be effective in supporting presentations. However, there is skill involved in using these tools, and they can give candidates too much to do in operating them. PowerPoint is perhaps best used sparingly to focus the audience on a particular stage in the development of an argument, rather than to provide a text to be read from and it can be counterproductive to use videos to fill up time, or because they are perceived to be entertaining, rather than support an argument.

**Is there any guidance about which topics candidates should present on?**

It is highly recommended that this should be a collaborative decision involving both teacher and candidate, with the candidate having some element of choice. Some topics chosen for discussion in previous series made it more difficult for candidates to achieve the higher grades. Recounting holiday experiences or the virtues of famous footballers or family members are not topics without challenge or sophistication, but they can make it more demanding to meet the national standards for merit and distinction grades. Subjects which involve a degree of controversy tend to provide able candidates with the best scope. Good examples included 'Gender equality in Premier League football', 'What is "post-truth"?', 'How to encourage children to read'.

Requiring all candidates to speak on the same subject, such as 'Work Experience', 'The Experience of Exams' or a set text can prevent candidates from showing enthusiasm and ownership and can encourage presentations which are merely descriptive. Presenting on poems or texts which students have studied elsewhere in their English studies has not proved a particularly successful approach.

### **What paperwork is there?**

- Complete an assessment record sheet for each student (including an AI declaration). Upload a copy of the students in the sample to the 'administration material' section of the LWT. Retain all record sheets in centre.

The form is available as a [Word document](#), or you can make photocopies from the specification appendices. You should also print off the whole cohort's grades from Edexcel Online and retain it for your records. It is useful to upload the list of grades to the LWT in the 'administrative materials' section so that your monitor can cross check grades against the grades in the file names.

### **How do I complete the authentication sheet if a student does not pass?**

If a student does not meet all the criteria for a pass, they are awarded a 'not classified'. On the front sheet you would tick the criteria in pass that they do meet and leave the others blank. As the SLE is optional, you also have the option to withdraw the candidate's entry and enter them with an option code which does not include the SLE. If the late fees deadline has passed, you may incur additional fees.

### **Do I need to make audio-visual recordings of all students?**

If you have 30 candidates or fewer, you make audio-visual recordings of **all candidates**. If you have more than 30 candidates, you make audio-visual recordings of 30 candidates which are representative of the teaching groups in your centre, with a distribution of 10 pass, 10 merit and 10 distinctions. A video sample is required for both 4EA1 and 4EB1. Centres with entries for both qualifications are required to submit a sample for each.

### **How can I make video-recordings for students with additional needs?**

Please see the [guidance](#). Please note that International GCSE English Language is sat by many students with additional needs/EHCPs in a variety of settings such as special schools, PRUs, ARUs and hospital schools. There is no automatic exemption from video-recording for such students/settings. As the SLE is optional, you may opt not to enter students who may encounter difficulties with completing the SLE for the SLE option.

If a student's face may not be video-recorded, centres should provide the details to Clare Haviland, English Subject Advisor at [teachingenglish@pearson.com](mailto:teachingenglish@pearson.com) or using the [contact us form](#). The International GCSE assessment team can then offer advice on managing such recordings and any correspondence should be uploaded to the 'administration material' section of the LWT when recordings are submitted.

### **Who chooses the sample of students to be video-recorded?**

The teacher or Head of Department in the centre.

### **What feedback do teachers receive after results have been issued for the June or November exam series?**

Centres receive an individual monitor's report which is downloaded from Edexcel Online. Teachers are also able to download the Principal Monitor's Report. Following the June series, centres identified by monitors as requiring support may be contacted. Virtual support visits may take place between December and April.

### **Can private candidates be entered for 4EA1/4EB1 with the SLE option?**

Private candidates can be entered for 4EA1/4EB1 with the SLE option. The centre accepting the entry must be willing to undertake the SLE with the private candidate. The centre will be contacted after the entry has been made to confirm that they can carry out the SLE with the candidate.

### **Support for centres**

If you have any subject specific questions about the content of this Administrative Support Guide you can contact the Subject Advisor for English, Clare Haviland by emailing [TeachingEnglish@Pearson.com](mailto:TeachingEnglish@Pearson.com)

### **Assessment record sheet**

These can be downloaded for [4EA1](#) and [4EB1](#). Since 2024, these include as AI declaration for students and teachers. If a student uses AI in the preparation of their preparation, they must provide their teacher with the details following the [JCQ guidance](#).

## Spoken Language Endorsement Assessment record sheet

Pearson Edexcel International GCSE English Spoken Language Endorsement	
Candidate number and name:	Recorded?
Details of task:	

<b>Pass criteria</b>		✓
Is audible		P
Uses spoken Standard English*		P
Expresses straightforward ideas/information/ feelings		P
Makes an attempt to organise and structure their presentation		P
Makes an attempt to meet the needs of the audience		P
Listens to questions/feedback and provides an appropriate response in a straight forward manner		P

<b>Merit criteria</b>		✓
Is audible		M
Uses spoken Standard English*		M
Expresses challenging ideas/information/ feelings using a range of vocabulary		M
Organises and structures their presentation clearly and appropriately to meet the needs of the audience		M
Achieves the purpose of their presentation		M
Listens to questions/feedback responding formally and in some detail		M

<b>Distinction criteria</b>		✓
Is audible		D
Uses spoken Standard English*		D
Expresses sophisticated ideas/ information/feelings using a sophisticated repertoire of vocabulary		D
Organises and structures their presentation using an effective range of strategies to engage the audience		D
Achieves the purpose of their presentation		D
Listens to questions/feedback, responds perceptively and if appropriate elaborates with further ideas and information		D

\* For the purposes of the spoken language assessment, use of spoken Standard English means that a candidate must:

- be intelligible
- generally use language appropriate to the formal setting of the presentation

Candidates must fulfil ALL the criteria for a level in order to achieve that level overall. Candidates must also fulfil ALL the criteria for preceding levels, where applicable.

### **Teacher Declaration**

I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable according to the rules of the specification. I certify that to the best of my knowledge the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources and any artificial intelligence (AI) tools used in the work. I have not solely used AI to mark the learner's work. I understand that false declaration is a form of malpractice.

Teacher signature: \_\_\_\_\_-Date: \_\_\_\_\_

### **Candidate Declaration**

I certify that the work submitted for this assessment is my own. I have clearly referenced any sources and any AI tools used in the work. I understand that false declaration is a form of malpractice. I acknowledge that Pearson may use candidate work for the purposes of standardisation, training, and exemplar material.

Candidate signature: \_\_\_\_\_-Date: \_\_\_\_\_

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