

International GCSE languages

Conducting Assessments

Administrative Support Guide

Chinese (4CN1), French (4FR1), German (4GN1), Spanish (4SP1)

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 [Support Portal](#) and select the relevant support categories.
Our Languages Subject Advisor can be contacted via teachinglanguages@pearson.com

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Introduction

This guide is designed to advise teachers on how best to prepare students for examinations in International GCSE Modern Foreign Languages.

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: [Chinese](#), [French](#), [German](#) and [Spanish](#).

Teachers should also refer to the Speaking Guidance section in the MFL *Getting Started* guide for [Chinese](#), [French](#), [German](#) and [Spanish](#).

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 1 (Listening) and 2 (Reading and 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

Chinese, French, German, and Spanish International GCSEs are linear qualifications with assessments available in the May/June exam series each year. From November 2023 International GCSE Chinese and French will also be available in the November series, due to increasing demand.

Please see the table below to check which languages are offered in each series.

International GCSE language	May/Jun 2023	Nov 2023	May/Jun 2024	Nov 2024
Arabic (first language)	Yes	Yes	Yes	Yes
Bangla	Yes	Yes	Yes	Yes
Chinese	Yes	Yes	Yes	Yes
English as a Second Language	Yes	Yes	Yes	Yes
French	Yes	Yes	Yes	Yes
German	Yes		Yes	
Greek (first language)	Yes		Yes	
Sinhala	Yes		Yes	
Spanish	Yes		Yes	
Swahili	Yes		Yes	
Tamil	Yes		Yes	

Qualification overview

The Pearson Edexcel International GCSE in French, German, Spanish, and Chinese consist of three externally examined papers.

The Pearson Edexcel International GCSEs in the above languages are a linear qualification. All papers must be taken at the end of the course of study.

Topics

Topic	Sub-topics
A. Home and abroad	<ol style="list-style-type: none">1 Life in the town and rural life2 Holidays, tourist information and directions3 Services (e.g., bank, post office) *4 Customs5 Everyday life, traditions and communities
B. Education and employment	<ol style="list-style-type: none">1 School life and routine2 School rules and pressures3 School trips, events and exchanges4 Work, careers and volunteering5 Future plans
C. Personal life and relationships	<ol style="list-style-type: none">1 House and home2 Daily routines and helping at home3 Role models*4 Relationships with family and friends5 Childhood*
D. The world around us	<ol style="list-style-type: none">1 Environmental issues2 Weather and climate*3 Travel and transport4 The media5 Information and communication technology
E. Social activities, fitness and health	<ol style="list-style-type: none">1 Special occasions2 Hobbies, interests, sports and exercise3 Shopping and money matters4 Accidents, injuries, common ailments and health issues*5 Food and drink

*Sub-topics A3, C3, C5, D2 and E4 will not be assessed in Paper 3: Speaking

Paper 1: Listening

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

The listening examination lasts 30 minutes (plus 5 minutes' reading time) and is worth a quarter (25%) of the qualification. It is worth 40 marks. This paper will consist of seven tasks, each based on a single recorded text. Students will be given five minutes to read the questions before the paper begins and will be expected to respond to the questions as they listen. Students will hear each text twice.

The examination will begin with shorter statements, which build into short paragraphs and longer conversations. Task types demand a variety of input from students and include multiple-choice, multiple-matching, note-taking, table-completion and gap-fill questions.

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 papers (4CN1_01, 4FR1_01, 4GN1_01, 4SP1_01)

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).

Time zone papers (4CN1_01R, 4FR1_01R, 4GN1_01R, 4SP1_01R)

MP3s of the listening examination recordings for time zone papers 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 papers (4CN1_01, 4FR1_01, 4GN1_01, 4SP1_01)

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 can be issued.

Time zone papers (4CN1_01R, 4FR1_01R, 4GN1_01R, 4SP1_01R)

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

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 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 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.

Paper 2: Reading and 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 1h 45min and is worth half (50%) of the qualification. It is worth 80 marks (40 for reading and 40 for writing).

The **reading section** consists of five tasks, each based on a collection of short texts or a single longer text. Task types demand a variety of input from students and include multiple-choice, multiple-matching, note-taking, table-completion, gap-fill and short-answer questions.

Correct spelling will not be a requirement as long as the student's response is comprehensible.

Students should spend approximately 52 minutes of the 1-hour and 45-minute exam on this section.

The **writing section** consists of two writing tasks and a third grammar-based task.

The first writing task is short, and the student will be asked to write 60–75 words, including four prescribed words or short phrases.

The second writing task is longer than the first and contains an element of choice. The student will be able to choose from three questions that are drawn from different topics, and they will need to write between 130 and 150 words in response to the question, addressing four bullet points.

In the third grammar-based task students will be asked to change the words in brackets so that they correctly fit the sentences. This will involve the need to manipulate, for example, verbs and adjectives, into their correct word form.

Grammatical accuracy, punctuation and spelling will be assessed in this section of the paper.

Writing tasks are marked using a level-based mark scheme which is included in the specification.

Paper 3: Speaking

Assessment overview

The speaking assessment is conducted internally and is externally assessed. It comprises 25% of the qualification and is worth 40 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.

We recommend that speaking assessments for each language qualification are conducted 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.

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.

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

The assessment aims for this paper are:

- describe the contents of a picture
- describe possible past or future events related to people in the picture
- respond to questions about the picture and its related topic
- take part in a spontaneous conversation on two further topics.

This Assessment Objective is tested in Paper 3:

AO4 Communicate in speech, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately.

Task A

In Task A, students respond to questions on a picture of their own choice - they will no longer give a presentation. They may select a picture from any sub-topic area excluding sub- topics A3 (Services), C3 (Role models), C5 (Childhood), D2 (Weather and climate) and E4 (Accidents, injuries, common ailments and health issues). These will not be assessed in Task

A. Information about the suitability of pictures is given on page 8 of this guide.

Tasks B and C

In Tasks B and C, candidates take part in a spontaneous discussion. These tasks test students on two topics that have not been specifically prepared in order to assess spontaneity of response. The importance of spontaneity in student responses is reflected in the assessment criteria.

The teacher/examiner uses the randomisation grid provided by Pearson to determine which topics are to be examined in Tasks B and C. Task C should continue without a pause or interruption from Task B. Students complete all three tasks in consecutive order.

Use of notes

Students must not take notes with them into the examination. However, they should bring their chosen picture for Task A.

Timings

The total assessment time is 8–10 minutes. The timing starts when the candidate answers the first assessment question. The timing of the individual tasks is as follows:

- Task A: 2 to 3 minutes
- Task B: 3 to 3 minutes 30 seconds
- Task C: 3 to 3 minutes 30 seconds

Tasks B and C should not exceed 7 minutes. Excess candidate material will not be assessed, except in the case of candidates who have been formally awarded 25% extra time – please see details of access arrangements on page 23 of this guide.

Task A

In this task students will answer questions on a picture. Please note that there is no student presentation on the picture.

Photo selection guidance

Students must choose their own picture for the test. Teachers must not allow all students in the centre to choose the same picture. The picture must be a photo rather than a cartoon-style picture, in line with (but not identical to) the example pictures provided in the Sample Assessment Materials on our website.

Students should select a suitable picture which will allow for a variety of different approaches to be taken in the test and which relates directly to the chosen topic area. Candidates must provide a picture that fulfils the criteria in the specification and that contains the following elements:

- people
- objects
- interactions

Students should be given the following advice when selecting a suitable picture for Task A:

Ensure ...	Avoid ...
<ul style="list-style-type: none"> • there is more than one person in the picture • you can describe the people in the picture and what they are doing • there are objects (e.g., luggage, books, phones) which you can relate to activities • the people are interacting (e.g., eating together, opening presents, playing in a team) • you think about what has happened beforehand and what might happen later • you make links with the picture and the wider topic area • it is a picture of real people and objects (a photo). 	<ul style="list-style-type: none"> • pictures with no people (e.g., a house on its own) • pictures with little happening (e.g., a picture of a face) • pictures in which the people are not interacting (e.g., a group of unrelated individuals in an advertisement) • pictures of an object (e.g., a laptop) • pictures featuring any text or writing in any language • pictures which do not relate to the specification topic areas • pictures which come from one of the sub-topics <i>banned</i> in the speaking test (e.g., role models or weather and climate) • cartoons or drawings.

For examples of pictures, please see the SAMs documents which are available on our website [for Chinese, French, German and Spanish](#).

Teacher/examiners must not practise Task A with their students using the picture they will be using in the test. They may use other pictures on the same topic, but they must not practise or rehearse using the candidates' chosen picture.

Students must provide a copy of the picture for the teacher/examiner in advance of the test. To facilitate digital upload to the Learner Work Transfer (LWT) platform when submitting the picture after the assessment, we recommend that students provide a digital version of their chosen picture.

LWT **only** accepts image files in the following formats:

.jpeg .gif .jpg .png .tiff .tif

Teacher-examiner questions

Teacher-examiners must prepare five questions to ask each student about their chosen picture but must not share these questions with students before the test.

The pattern of these five questions must follow the examples in the Sample Assessment Materials (SAMs) and the advice given in the specification. Teacher-examiners must mirror the style of questions in the SAMs but not replicate them.

They require different levels of response:

- Question type 1: A description of what you can see in the picture
- Question type 2: Specific factual information about the picture
For example, select a person or persons in the picture and state what they are doing.
- Question type 3: Past or future hypothesis
This question must ask the candidate to imagine a possible past or potential future event relating to the picture. This is the opportunity to support the candidate in using additional tenses and time frames.
- Question type 4: Opinions about the picture
This question elicits the candidate's opinions on the picture and the topic.
- Question type 5: Evaluation
The teacher/examiner should elicit an evaluation from the candidate. This question will move away from the content of the picture and exploit the wider topic area.

Teachers must ensure they ask each student one question from each of these five types. They should ask the questions in the order they are given above. Each question should normally be asked only once. However, if required, questions may be repeated. Please note that questions must not be rephrased or reworded.

In order to enable candidates to develop their responses, teacher/examiners are allowed to use prompts for questions. Only the following three prompts (in the relevant language) may be used: Why (not)? / Anything else? / Is that all?

There must be no other supplementary questions and teacher/examiners must not deviate from these prompts.

Assessment

Marks are awarded using the assessment grids for Task A given in the specification:

- Communication and content: up to 8 marks are available.
- Linguistic knowledge and accuracy: up to 4 marks are available.

Advice for teacher-examiners during Task A

- Do not point at anything (people, objects or interactions) in the picture.
- Never correct a candidate’s language, however inaccurate, during a test.
- Avoid finishing sentences for candidates, except where it would be in their interest to move on to something else.

Tasks B and C

In Task B and Task C, students will discuss two further different topics, chosen at random by Pearson from the topics listed on page 7 of this document and on page 11 of the specifications.

The teacher-examiner must use the randomisation grid provided by Pearson to determine which topics are to be examined in Tasks B and C.

Randomisation grid

Randomisation grids will be published on our website **three working days** in advance of the designated speaking window, to enable teachers to prepare. The grids will be published as gold-padlocked documents on the relevant qualification page, under ‘exam materials’ for the current series.

Course materials

FILTERS

CATEGORIES

- Specification and sample assessments (5)
- Exam materials (63)
- Forms and administration (1)
- Teaching and learning materials (37)

CONTENT TYPE

- All
- Assessment grid (A)

Exam materials (63)

SORT BY Exam Series ▼

[EXPAND ALL](#)

June 2022
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International GCSE in Chinese Randomisation Grid - June 2022
Paper 3: Speaking
| PDF 59.4 KB | 09 March 2022



November 2021
▼

June 2021
▼

No hard copies will be dispatched to centres and no other exam materials are provided for the speaking assessment by Pearson. Exams officers will need to download the grid for their centres, as only exams officers have access to gold-padlocked material.

In order to avoid misconduct in centres, teacher-examiners will be able to access randomisation grids **three working days in advance** of the oral window. Please note that the randomisation grids will differ for each language and exam series and the correct grid must therefore be used.

Based on the topic chosen for the picture-based discussion task, the teacher-examiner will use the randomisation grid to select the discussion topics for the first and second conversation (Tasks B and C). An example randomisation grid is available on page 69 of the SAMs.

The grid will designate the topics and the teachers will choose a subtopic for each designated topic, which will be written on the [Candidate Cover Sheet](#).

However, when assessing a candidate, if the teacher-examiner finds that the candidate does not have enough to say about this initial subtopic, they can move on to questions on another subtopic within the original topic.

Three distinct topics must be examined across Tasks A, B and C. The topic chosen for Task A must be different from the topic selected at random for Task B. The topic for Task C, also selected at random, will be different from both of the previous topics in Tasks A and B. If any topics are the same, the task(s) will be discounted, and the candidate will receive zero marks for that task(s).

Assessment

Marks are awarded globally over Tasks B and C using the assessment grids given in the specification:

- Communication and content: up to 12 marks are available
- Interaction and spontaneity: up to 8 marks are available
- Linguistic knowledge and accuracy: up to 8 marks are available

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 B and C) 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:

- To what extent is it important to go on holiday?
- Why would you recommend your town/village to a tourist?
- What sort of things cause young people stress at school?
- To what extent is it important to have a well-paid job?
- Why should young people help around the house, in your opinion?
- How would you describe a good friend?
- What are the advantages of mobile phones?
- In your opinion, why is breakfast the most important meal of the day?

Examples of closed questions which are **not** suitable, except for the weakest students or to enable the conversation to move on:

- Where do you live?
- How did you travel?
- What is your favourite subject?
- Are you happy at school?
- What is your school called?
- Have you been on a school trip?
- Do you use a computer?
- Is free time important?
- Do you like going shopping?
- Can you swim?

Questions at a level appropriate to the candidate's ability

Teacher-examiners will be aware of the linguistic level of their students and can prepare how best to begin each discussion and ask questions at the correct level for the candidate. For example, for a very able student, the discussion on school may be initiated with a wide-ranging question such as 'To what extent is your school a good school?' whereas a less confident student may need more support: 'Tell me something about your school day.' Only the least able should be asked questions such as 'What is the name of your school?' / 'At what time does the school day begin?'

Linking questions to the previous response as far as possible

Most importantly, teachers must allow the discussion to flow, responding to students' answers as naturally as possible whilst keeping in mind the requirements of the test. At no stage should a list of prepared questions be asked.

For further examples of appropriate questions, please see the SAMs document. Teachers/examiners must mirror the style of questions in the SAMs but not replicate them.

Interaction and spontaneity

Teachers should prepare their students to interact naturally in the target language rather than to answer a set of pre-prepared questions. The latter will lead to disappointing marks, even for the best students.

Advice for examiners during Tasks B and C conversations

- Avoid yes/no questions, except as a lead-in to something more challenging.
- Ensure that questions allow students to achieve their maximum potential, for example by covering a range of tenses / time references and opinions as appropriate within the prescribed time for the conversation.
- 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. Candidates who repeat pre-learned or memorised material should be interrupted and encouraged to produce more spontaneous discourse.

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)
- a digital or scanned copy of the picture that each candidate has used.

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.

Centres **must** keep a copy of the assessment recordings, candidate cover sheets and candidates' chosen pictures. 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. Any candidate unable to provide an authentication statement will receive zero marks for the component.

If candidates have chosen a personal photograph that they prefer not to submit, a written description of the image should be provided and uploaded to LWT.

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

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)
- 12345_7890_Smith_J_pic (for the candidate's chosen picture for task A)

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

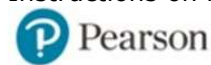
All oral assessments must be recorded digitally and sent to Pearson via our online Learner Work Transfer (LWT) platform, which is available to access through Edexcel Online (EOL). Submissions using USB/CDs will no longer be accepted.

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](#).



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.

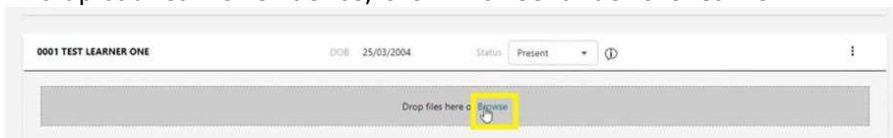
3. Naming documents for upload

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:

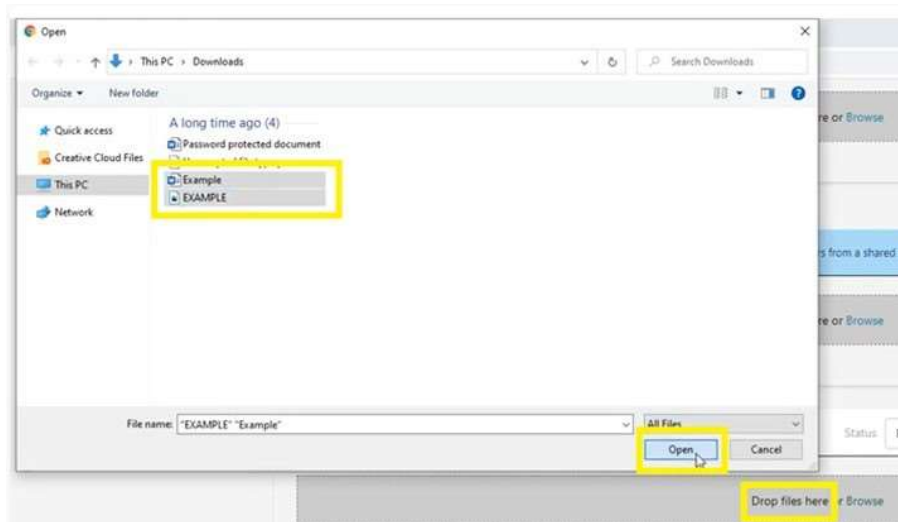
- 12345_7890_Smith_J (for the speaking recording itself)
- 12345_7890_Smith_J_CCS (for the candidate cover sheet)
- 12345_7890_Smith_J_pic (for the candidate's chosen picture for task A).

4. Uploading files

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

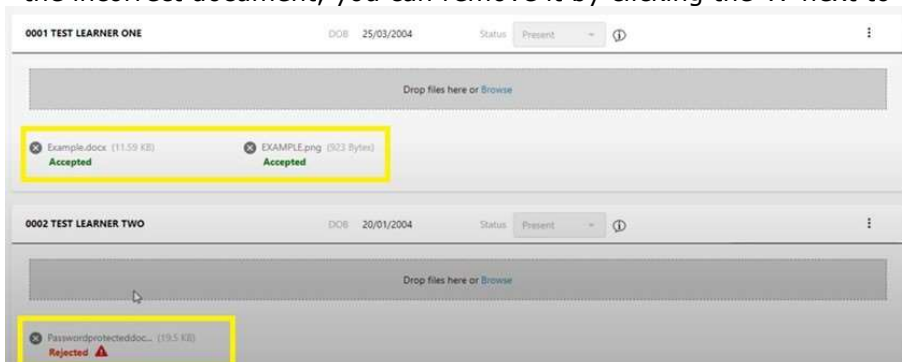


This will open a file explorer. Click on a file to upload or hold down the 'Ctrl' key to select multiple files then click 'Open'. Alternatively drag the files from your computer onto the grey area of the page, where it states, 'Drop files here'.



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.

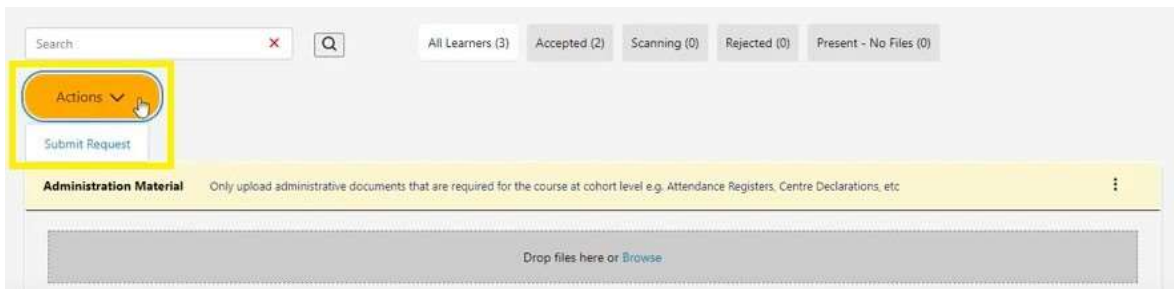
If the learner's work is not available, for example where special consideration is being applied, the status should be changed to 'No Evidence'. Special consideration should be completed via an application following the usual process.



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 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 AA helpdesk on 0800 169 9202

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.

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.