

Pearson Edexcel Languages January 2022 update

International GCSE and IAS/IAL
qualifications

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20 January 2022

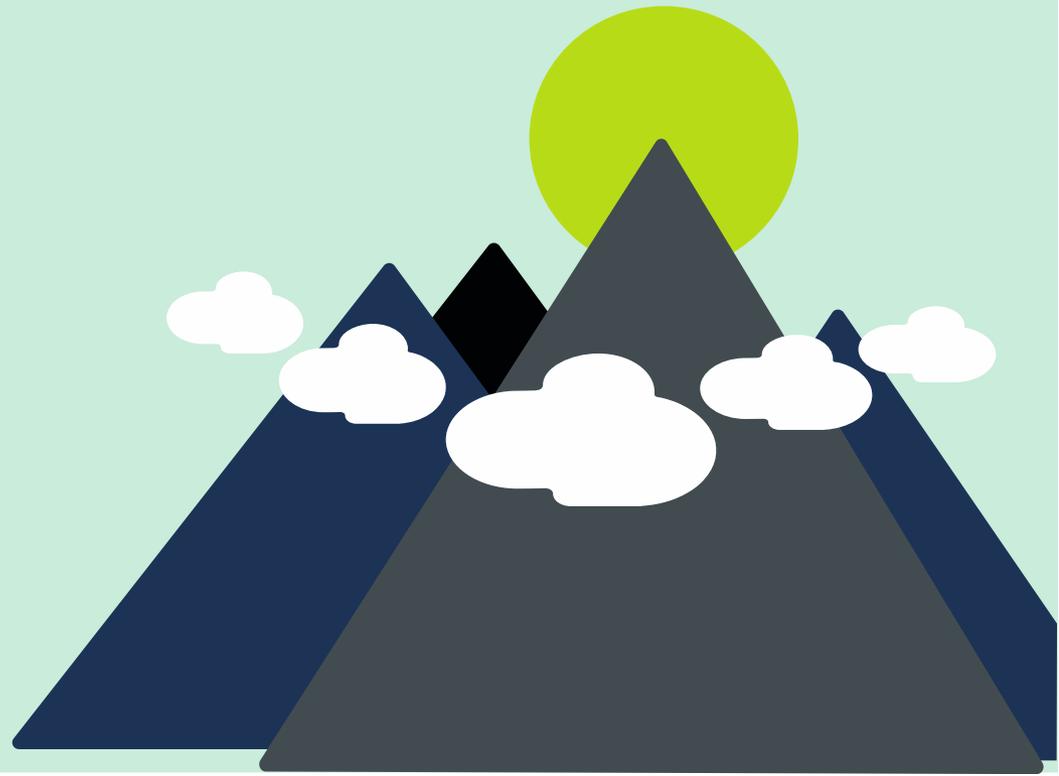


Agenda

1. Staying up to date
2. Advance information
3. Other amendments to International GCSE exams
4. Grading
5. Contingency arrangements
6. Submitting speaking assessments via LWT
7. Support, resources and training

Please note: The following information applies to both overseas and UK independent schools that offer our international languages qualifications.

1. Staying up to date



Summer 2022: Keeping up to date

- [Summer 2022 support page](#)
- [FAQ page](#)
- [Languages subject page](#)
- 'Summer 2022 support' tab on each subject qualification page
- [Sign up](#) for my monthly email updates



Specification

Course materials

Published resources

Teaching support ▼

Switch to Pearson

Summer 2022 support

- Under course materials / teaching and learning materials:

Summer 2022 support



International GCSE French Advance Information Guidance 2022

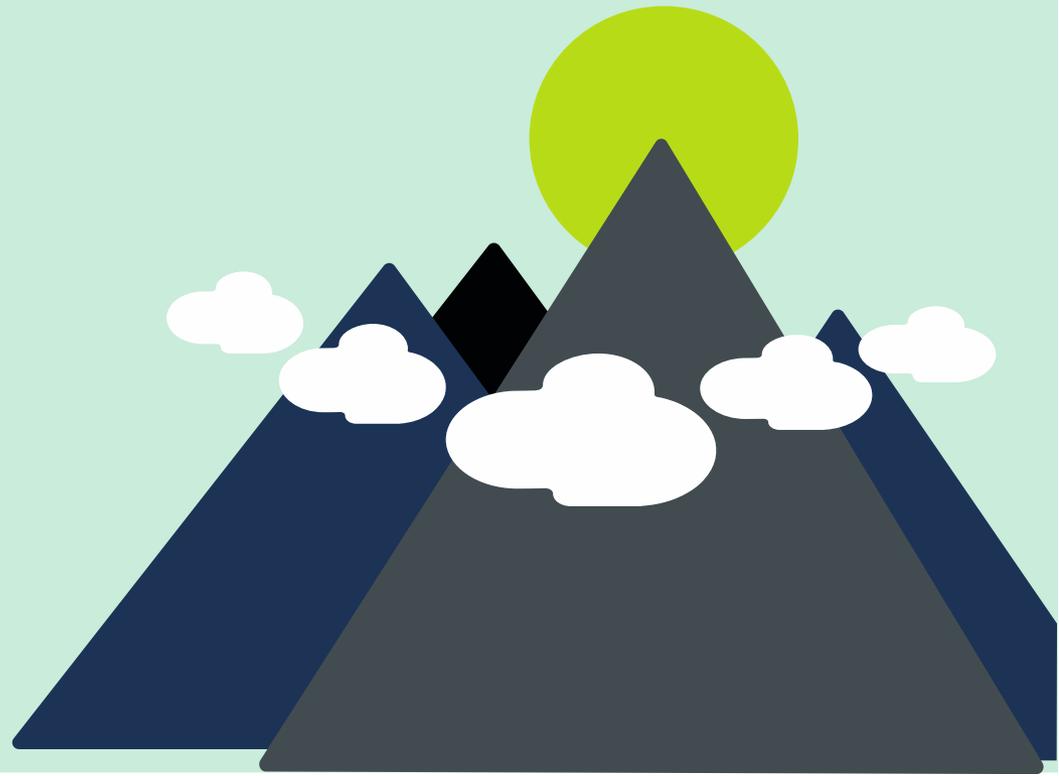
| PDF 213.5 KB | 09 December 2021



Summer 2022 Assessment arrangements for International GCSE Chinese, French, German and Spanish

| PDF 115.6 KB | 07 December 2021

2. Advance information



What is included in AI?

- Advance information will be released no later than 7 February 2022.
- The DfE may release it sooner should they decide to in the context of the public health situation.
- Advance information **guidance** is now available for the International GCSE qualifications to which it applies.
- There is no advance information for International GCSE English as a Second Language or for modular IAS/IAL qualifications.

Summer 2022 support



[International GCSE French Advance Information Guidance 2022](#)

| PDF 213.5 KB | 09 December 2021



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AI guidance for International GCSE languages (except ESL)

- AI will be provided for writing questions **only**.
- See the subject-specific guidance under summer 2022 support.
- Chinese, French, German, Spanish: component 2, section B, Qs 6 and 7.
- Arabic (first language), Greek (first language): component 2 (Paper 2: writing).
- Bangla, Sinhala, Swahili, Tamil: Section B, writing questions.
- AI will indicate the specification topics and sub-topics targeted.
- This approach is consistent across International GCSE MFL qualifications.

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IAS/IAL languages

- There will be no advance information or amendments for modular IAS/IAL qualifications.
- Students have opportunities to sit these in the January or May/June series.
- For this reason, the fairest and most consistent approach for students is to continue running these exams as regular series.

What is the purpose of AI?

- To make exams less daunting by telling students in advance the major focus of the content of exam papers.
- To help students focus their revision time.
- To help teachers support students with their exam preparation.

Please note:

- It is advised that teaching and learning should still cover the entire subject content in the specification.
- Advance information will be freely available to download from the Edexcel website once it is released.
- Advance information will not be identical between different awarding organisations because qualification content and/or assessment is not identical.
- However, JCQ awarding organisations have worked together to ensure that it is comparable for each subject/qualification, and has the same level of impact on students in terms of their exam preparation.

3. Other amendments to International GCSE exams

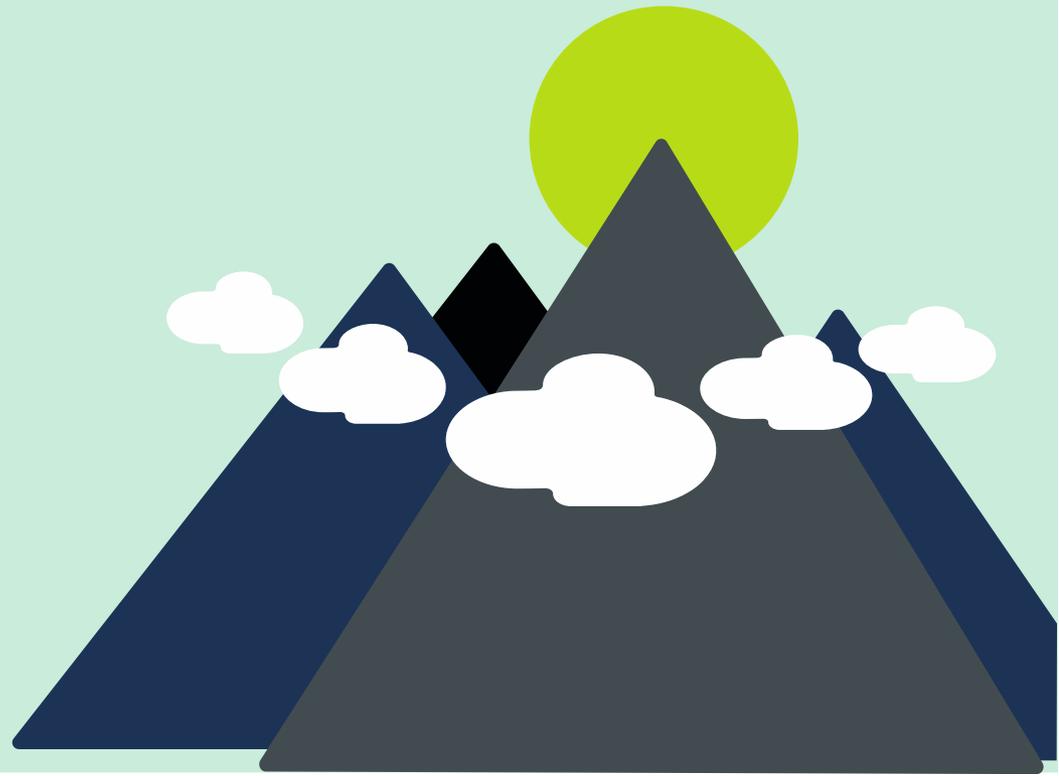


Vocabulary

In addition to AI, the following amendment applies to International GCSEs in Chinese, French, German and Spanish **only**.

- Vocabulary in listening, reading and writing assessments to be limited to official vocabulary list (provided in specifications).
- Where a word from outside the vocabulary list cannot be avoided, it will be glossed.

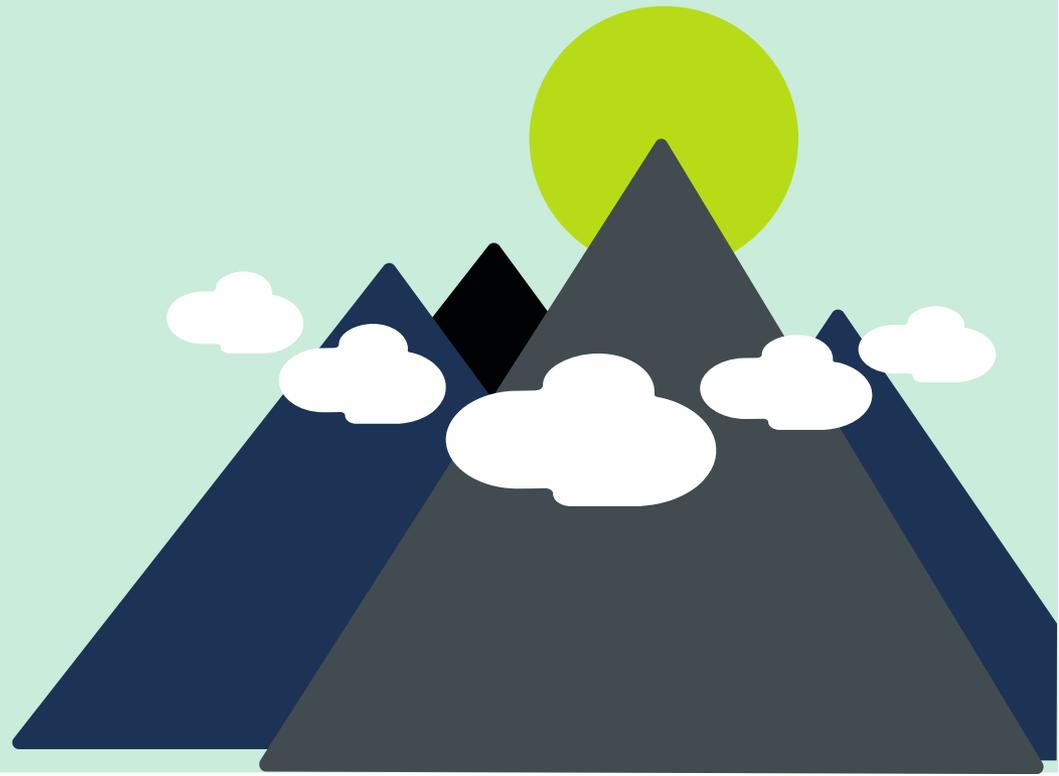
4. Grading



Summer 2022: Grading

- Ofqual have [provided guidance](#) on the approach to awarding in June 2022.
- Pearson will be applying this guidance to the grading of international qualifications.
- In summer 2022 exam boards will set the grade boundaries based on a profile that reflects a midpoint between 2021 and pre-pandemic (2019).
- This will provide a safety net for students, to reflect the disruption this cohort have experienced already in their course.
- Results overall will be higher than before the pandemic. The exact position may vary by subject and by grade.
- Alongside this, additional measures are being put in place such as advance information.
- In 2023 we aim to return to results that are in line with those before the pandemic began, in line with Ofqual guidance.

5. Contingency arrangements



Contingency arrangements (Int quals)

- In the exceptional circumstance that exams cannot go ahead in your country in summer 2022, students' grades would instead be determined by using an evidence-based approach.
- Centres would be expected to submit a portfolio of evidence which would then be marked and graded by us.
- The portfolio must include at least **one set of past papers**, that has not been previously sat by students, completed under exam conditions.
- Detailed information on how grades would be determined in summer 2022 will only be published if exams are cancelled.
- In the meantime, teachers should teach and assess their students as they usually would throughout the year, keeping in mind the need to gather a portfolio of evidence in case this should be required.
- Please see the contingency FAQs for International qualifications [here](#).

What is the contingency for speaking?

- Formal speaking tests are expected to resume in 2022 and teachers should prepare to assess speaking in the normal way.
- If public health restrictions prevent the usual speaking assessments, the speaking endorsement approach adopted in 2021 will be implemented again in June 2022 for International GCSE.
- Teachers are therefore asked to monitor students in relation to the speaking endorsement assessment criteria throughout the year.
- If the endorsement approach is taken, teachers do not need to record students' work and will not be required to submit recordings of their assessments to Pearson.
- However, centres may be later selected for sampling or may be asked for evidence in case of an appeal and so appropriate records must be kept.
- Teachers would submit a separate level for the International GCSE speaking endorsement. If exams are cancelled, teachers would submit a portfolio of evidence for the remaining components of the qualification.

How should students be assessed?

- Students should be assessed under exam-like conditions wherever possible
 - controls may be provided within a classroom rather than exam hall.
- For example, students:
 - should not know the questions beforehand
 - should work independently and without assistance
 - should not have access to books or revision notes
 - the assessment should be timed and supervised.
- Wherever possible, a centre must either assess all of its students who are taking a particular qualification using the same material at the same time or using different materials at different times.
- If not possible to assess whole cohort at same time, the assessment approach should be consistent within a centre, e.g. students assessed using the same style of assessment (but not the same questions).

When should students be assessed?

- Teachers are advised to assess students at three points throughout the academic year, e.g. late autumn 2021, spring term and early summer 2022.
- Students are not required to sit the complete set of past papers in one sitting.
- Approaches may vary based on what assessments have already taken place.
- Some centres, for good reason, might adopt a different approach to assessing their students, for example because of the characteristics of their students, or the nature of their provision.
- In such cases, centres should be able to provide a rationale for their approach to the exam boards if exams cannot go ahead.

What should students be assessed on?

- **One set of past papers**, that has not been previously sat by students.
- Students should be assessed on content they have been taught.
- Assessments, when taken together, should cover a wide range of content, similar to that on which students will expect to be assessed in their June 2022 exams, and across the assessment objectives for the qualification.
- Assessments should be as useful as possible for students preparing to take summer exams.
- Past papers could be used, in full or part, where appropriate.
- Individual papers from different series could be combined or questions from different past papers could be used to generate a 'new' assessment for students.

How much should students be assessed?

- Total assessment time should not normally exceed the total time students would spend taking exams for the relevant qualification.
- Try not to over-assess.
- Think about opportunities to schedule specific assessments which taken together would provide evidence from broadly the same proportion of the specification as would normally be used in exams.

How should students prepare?

- Students must be told before they take each assessment that their performance in it would be used as part of the evidence to determine a grade if exams are cancelled.
- This information should be given sufficiently far in advance of the assessment to allow students time to revise and prepare.
- Students should be told which parts of the subject content will be covered by the assessment, but they should not be told the questions in advance or be able to predict the questions from information given to them.
- This means that students should not, for example, be assessed using past papers from one particular year spread over three assessment points, as students would be able to predict the questions they would be answering in the later assessments.
- In exceptional circumstances, it might be necessary for work that was not undertaken in line with this guidance to be used to inform a grade, for example where a student misses the later assessments because of illness. Guidance will be provided on this if exams are cancelled.

How should assessments be marked?

- The submitted portfolio may be marked or unmarked by teachers. If marked, the annotation should not be such that it hinders Pearson Edexcel examiners from conducting their own marking.
- Teachers should mark the assessments in line with published exam board mark schemes and guidance.
- Students should be provided with feedback - marks or comments.
- Teachers may tell the student the grade at which their performance in the assessment indicates they have performed.
- Teachers should make it clear to students that Pearson Edexcel examiners will be marking their portfolio if contingency arrangements apply.
- Students should **not** be given the opportunity to repeat an assessment e.g. to improve their mark in response to feedback.
- The original student work **must** be retained securely by the centre. Students may be given copies if this would help support their learning.

Reasonable adjustments and special consideration

- Apply reasonable adjustments as for summer series, if possible.
- Make records of the adjustments and the reasons for them.
- Record the reason why any reasonable adjustment was **not** made.
- If the need for reasonable adjustment is only identified after an assessment has taken place, record why and allow the student to undertake a different, but equivalent, assessment with the reasonable adjustment in place.
- Centres should make sure students know they need to tell their teachers of any events outside of their control that might have affected their performance in an assessment before, or immediately after, an assessment.
- If possible, provide another opportunity for a different but similar assessment, e.g. in the event of student illness.

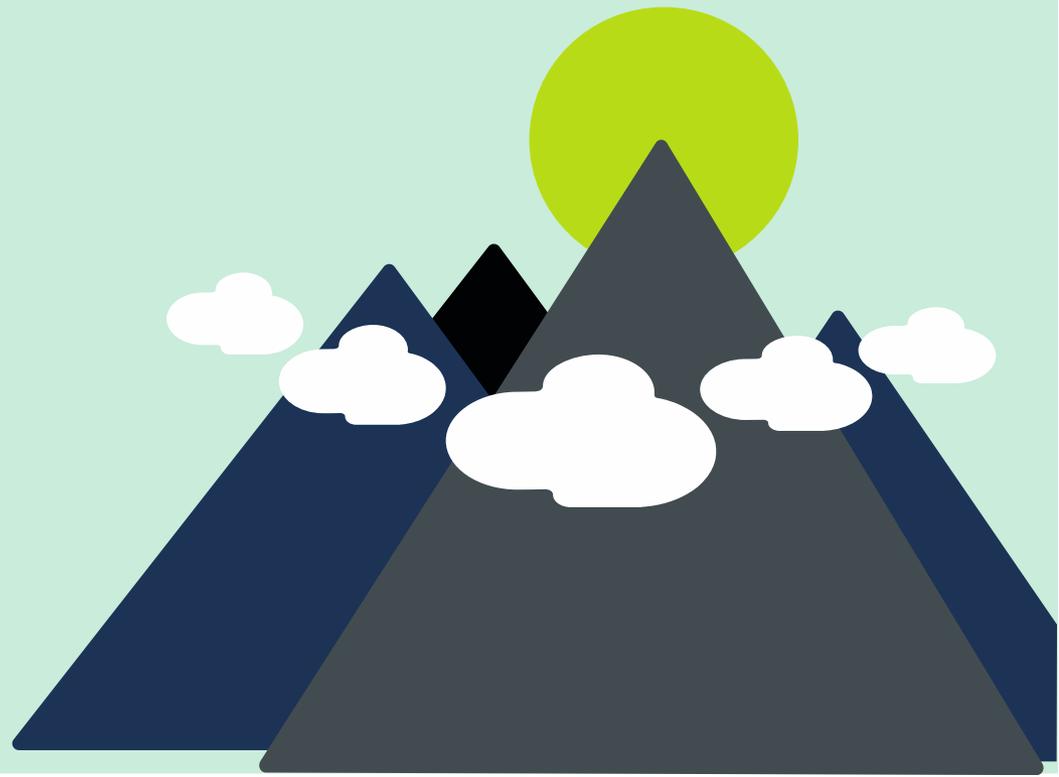
What if there is further disruption?

- Where disruption to education means assessments cannot be completed for all or some of their students in line with the guidance, centres should take reasonable steps to collect evidence of each student's knowledge and understanding in ways that align as far as possible with the guidance.
- Centres will need to be assured that the evidence collected is of the student's work alone – that it is authentic – and that it covers a broad range of the subject content and the assessment objectives for the qualification.
- Centres should record the exceptional reasons why they have not been able to gather evidence in line with this guidance for all or some of their students.
- The records will need to be available for Pearson to check if exams are cancelled.

What about private candidates?

- As we expect exams to take place in 2022, centres are encouraged to allow private candidates to register with them in the usual way.
- Some private candidates might want centres to assess them throughout the year, alongside the centres' students, in line with the DfE and Ofqual guidance.
- Centres may agree to do so, although they would need to make sure the assessments only covered content the private candidate had studied.
- Alternatively, private candidates could be assessed only if exams are cancelled, in which case they would be assessed in a compressed period.
- If exams are cancelled, the Department for Education would again explore ways to encourage centres to work with private candidates and to provide affordable opportunities for private candidates to work with centres.

6. Submitting speaking assessments



Submitting speaking assessments via LWT

- Speaking assessments for all our international language qualifications should now be recorded digitally and submitted online via our digital Learner Work Transfer (LWT) portal.
- USBs and CDs will no longer be accepted.
- Please watch our [support video](#) on how to access LWT using Edexcel Online.



- Digital recordings should be submitted within 48 hours of the speaking exams for that language qualification in the centre being completed.

Speaking windows - reminder

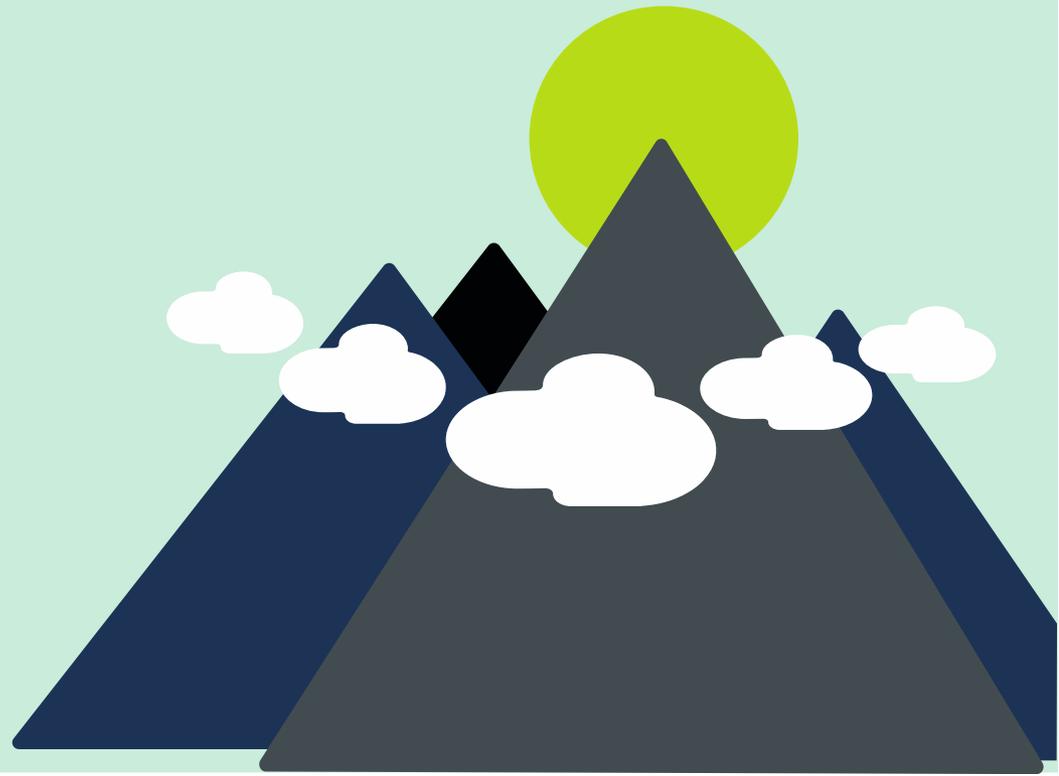
Speaking windows

- IAL: 18 April- 20 May 2022
- Int GCSE Chinese, French, German, Spanish: 14 March-20 May 2022
- Int GCSE ESL and Swahili (optional speaking): 28 March-20 May 2022

Please note that the following Pearson-Edexcel qualifications do **not** feature a speaking test:

- International GCSE: Arabic (first language), Bangla, Greek (first language), Sinhala, and Tamil
- International A level: Arabic, Greek

7. Support, resources and training



Int GCSE French, German and Spanish

- ExamWizard – free bank of past questions including SAMs to create your own assessments.
- Phonics support on our GCSE F/G/S pages (videos, posters and [training](#)).



- Course materials / teaching and learning materials on each subject qualification page relevant to you.

International GCSE catch-up materials: French, German and Spanish

- Student workbooks and teacher guides
- Reading, writing and speaking activities
- Including AfL, mastery approaches and goal setting
- Vocabulary lists and practice activities
- Language help-sheets of key structures
- Conversation and picture-based activities
- Look under: teaching and learning materials / summer 2021 support.



International GCSE in French Reading, Writing, Speaking
Summer 2021 catchup support materials

| ZIP 2.8 MB | 26 March 2021



International GCSE in French Speaking
Summer 2021 catchup support materials

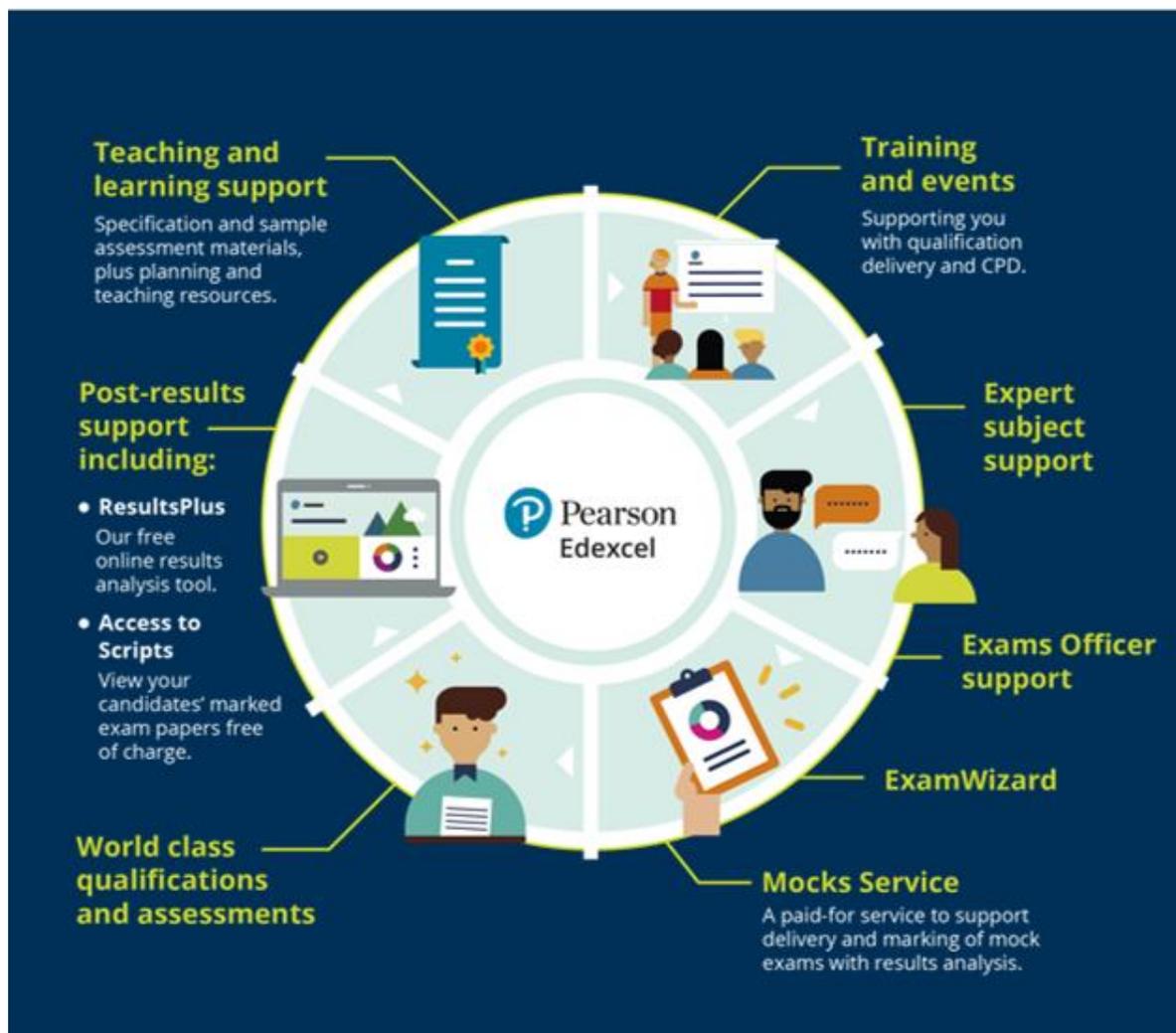
| ZIP 30.9 MB | 26 March 2021

Training and resources

1. Past training content available on each subject qualification page, under course materials / teaching and learning materials.
2. [Professional Development Academy](#) for relevant training courses, e.g.
 - [Introduction to phonics](#) (on demand)International GCSE English as a Second Language:
 - [Module 1](#) – 8.2.22, 8-10am GMT
 - [Module 2](#) – 15.2.22, 8-10am GMT
3. Inspirational content and resources on [why languages matter](#):
 - Languages for all
 - Diversity and inclusion in MFL
 - Unlocking cultures
 - Where can learning a language take you?



Assessment services support



What can ResultsPlus do?

ResultsPlus

Grade performance

- Whole centre
- Department
- Class
- Student

Detailed analysis

Performance on each question of each exam paper with comparison to Edexcel national data

With skills maps

To help contextualise performance against curricular areas

Comparison

- by centre type
- with last year
- by gender
- by class
- by spec
- by subject

Now with Mock Analysis

To help students develop their learning

Exam docs

Exam papers, mark schemes and examiner reports just a click away



[Find out more.](#)

What is Access to Scripts and how do I use it?

- The online portal allows you to view your candidates' marked scripts online or download as a PDF.
- It is a self-service portal via Edexcel Online giving you instant access to scripts.
- You will be able to evaluate how your candidates performed on particular questions and how that is reflected in their final grade.
- It will help you to identify skills gaps so you can tailor future teaching plans.
- Please note that written permission must be gained from candidates before scripts can be accessed.
- You can use the Access to Scripts service to help decide if you wish to request a review of marking. Please take note of the [deadlines for requesting a review of marking](#) for different qualifications as requests submitted after the deadlines will not be accepted.

[Find out more.](#)

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Languages Subject Advisor



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Thank you

