

FAQs for changes to Pearson Edexcel Level 1/Level 2 International GCSE (9-1) in French (4FR1)/German (4GN1)/Spanish (4SP1)/Chinese (4CN1) May/June 2021

Speaking arrangements for private and non-taught candidates

The following FAQs have been compiled to provide an understanding of the key assessment changes to Speaking arrangements in the May/June 2021 examination series, and refer to the following candidates:

- (a) private candidates
- (b) candidates being entered by their school/college for a qualification in a language for which the school/college does not have a teacher (non-taught learners).

This document should be read in conjunction with the [FAQs for International GCSE French German Spanish Chinese summer 2021 assessment arrangements](#).

Can private candidates get a speaking endorsement?

Yes, if a school/college agrees to submit endorsement levels and authenticate them by signing the Centre declaration statement (which will be made available to schools online upon submission of the endorsement results). The candidate must also meet the other requirements explained below.

Can a school/college give a speaking endorsement to its students in a language it does not offer, i.e. a language for which it has no teacher (non-taught learners)?

Yes, provided the Centre declaration statement is submitted along with the endorsement levels (the Centre declaration statement will be made available to schools online upon submission of the endorsement results). The school/college must also meet the other requirements explained below.

Do centres have to let examination boards know in advance if they are going to be sending speaking endorsements for private candidates and/or for their own students in a language for which they have no teacher?

Yes. Schools/colleges should use the Centre notification form (which will be made available to schools online upon submission of the endorsement results).

Who will provide the endorsement level for private candidates and for students where the school/college they attend has no teacher in the language in question?

The endorsement level can be provided by a supplementary school or community school, by a private tutor or by a speaker of the language who is **not a relative or friend of the student**, and who will act as Assessor.

Does the school/college need to arrange an endorsement for any private candidates and any of its own students being entered in a language for which it has no teacher?

Yes. It is the responsibility of the school/college to liaise with the supplementary/ community school, or private tutor, or to find a speaker of the language who is not a relative or friend of the student. In line with an approach adopted for GCSE modern foreign language qualifications in this respect - and replicated for International GCSE qualifications in French, German, Spanish and Chinese, awarding organisations require that each centre provides them with a spoken language statement, confirming that it has taken reasonable steps to ensure there is an opportunity for an assessment of spoken language for every learner. (The spoken language statement will be made available to schools online upon submission of the endorsement results).

If a Centre fails to provide a spoken language statement to the awarding organisation, this will be considered malpractice. A learner who is not granted the opportunity for an assessment of spoken language will receive a result of *not classified*.

How can the school/college get the endorsement level from the supplementary/community school, private tutor or Assessor – what is the process?

The school/college must obtain from the Assessor a completed [Assessor declaration form](#) which lists the endorsement levels recommended for each student. The Assessor must sign the form, confirming that he/she is fully familiar with the common assessment criteria produced for Speaking in GCSE modern foreign language qualifications and applied to International GCSE qualifications in French, German, Spanish and Chinese and has assessed the student(s) against these common criteria - please see pp.20-21 of [Ofqual's GCSE Subject Level Conditions and Requirements for Modern Foreign Languages and Certificate Requirements \(2021\)](#). The school/college must complete their sections of the [Assessor declaration form](#) and keep the form securely until the results day. The centre must also complete the Centre declaration statement, which will be made available to schools online upon submission of endorsement results. Full details of how centres submit the endorsement levels will follow in due course.

How and where are students' speaking skills assessed?

Students' speaking skills can be assessed in person, e.g. in a registered centre or supplementary/community school or with a private tutor, or remotely via online technology if required.

Can students be assessed via a one-off performance?

Yes, the endorsement does allow for assessment via a one-off performance where this is deemed to be the most appropriate, including via remote assessment by centres. In this circumstance, teachers must ensure that any one-off assessment covers all of the requirements of the assessment criteria (see the next FAQ for suggestions on how this can be achieved). In addition, teachers should make themselves familiar with the requirements in relation to spoken language assessments, adopted for both GCSE modern foreign language qualifications and consequently for International GCSE in

French, German, Spanish and Chinese, included on pages 17 to 21 of [*Ofqual's GCSE Subject Level Conditions and Requirements for Modern Foreign Languages and Certificate Requirements \(2021\)*](#).

How much speaking would need to be assessed in a one-off performance?

It is important to say that there are no formal requirements or arrangements set down by awarding organisations in this respect. The assessor can choose how they assess students' Speaking as long as students are given the opportunity to meet all the Speaking assessment criteria. However, we recognise that teachers have been seeking guidance on the amount of evidence needed if the endorsement is to be awarded based on a one-off performance. We therefore set out below some guidance which will help centres in this respect. **Please note that this is guidance only and that the suggestions given are neither prescriptive nor exhaustive.**

Applicable requirements state that to be awarded a *pass*, *merit* or *distinction*, learners must take part in **different tasks** across a **variety** of topics and that the assessment criteria are designed to be used across a **range** of purposes. Whilst this will be easier to achieve within a classroom situation where teachers can assess their learners on an ongoing basis (the speaking endorsement was introduced to allow for students to be assessed during normal classroom activities, in order to maximise time for teaching and learning which has been disrupted by the impact of COVID-19), we have set out below some guidance for teachers on some of the terms used and what would constitute the minimum to satisfy the criteria:

- **different tasks:** our guidance is that this constitutes at least **two** different tasks (see below for further guidance on tasks)
- **variety of topics:** our guidance is that a *variety* constitutes aspects of at least **two** different subtopics, each based on a different overarching topic
Note: topics and subtopics must be taken from those within the specification.
- a **range of purposes:** our guidance is that a *range* constitutes at least **two** of the following purposes: conversations, presentations, transactions, formal and informal settings, descriptions and narrations (again, the suggestions given are neither prescriptive nor exhaustive).

Possible one-off assessments could be as follows:

- A description/interview/conversation/discussion/narration based on a picture/photo* or object, on any subtopic listed in the specification plus a conversation covering at least another different topic. Teachers could decide to give their students some preparation time if using stimulus materials for this task. The picture/photo could show people, objects in the background, and interactions showing what people are doing.
- Role-play task* on one topic plus a conversation covering at least another different topic. Teachers could decide to give their students some preparation time if using stimulus materials for the role-play.
- Presentation and discussion on one topic plus a conversation on at least another different topic. Teachers could allow students to prepare a presentation in advance.
- A description/interview/narration based on a book or a film of the student's choice (based on one of the topics) plus a conversation on at least another different topic.
- A mixture of any of these tasks **or any other task** the teacher feels is appropriate - as long as the assessment covers as a minimum two different subtopics under two different overarching topics, two different tasks, and two different purposes.

*The picture/photo/role-play tasks could be based on materials that have formed part of previous formal assessments produced by the awarding organisation, or any other kinds of materials.

Will any details of the assessment occasions(s) (e.g. dates, recordings, standardisation, etc.) be required by the school/college or by the exam board?

No. The school/college is not required to provide to the examination board any information to accompany the endorsement levels beyond that required on the Centre declaration statement.