



GCSE Modern Foreign Languages Conducting Assessments

Administrative Support Guide

Summer 2022

GCSE Modern Foreign Languages

Arabic 1AA0	Chinese 1CN0	French 1FR0	German 1GN0
Greek 1GK0	Gujarati 1GU0	Italian 1IN0	Japanese 1JA0
Persian 1PN0	Portuguese 1PG0	Russian 1RU0	Spanish 1SP0
Turkish 1TU0	Urdu 1UR0		

This document should be read in conjunction with the subject specification and the GCSE MFL summer 2022 assessment arrangements. Both 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.

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Contents

Introduction	4
Key dates	4
Assessment availability	5
Assessment summary	5
Paper 1 – Listening and understanding	6
Paper 2 – Speaking	10
Paper 3 – Reading and understanding	22
Paper 4 – Writing	23
Access arrangements and reasonable adjustments	25
Submitting work to Pearson via Learner Work Transfer (LWT)	30
Learner Work Transfer FAQs	36
Appendix 1: Checklists for speaking and listening	37

Introduction

This document provides guidance to centres on the GCSE speaking assessment in Modern Foreign Languages.

In line with DfE guidelines and Ofqual regulations, the qualifications listed below are linear qualifications and all candidate work must be externally marked at the end of the course. All papers will be set and marked by Pearson Edexcel, including the speaking assessments and the writing examinations.

Candidate recordings will be submitted digitally to Pearson using the Learner Work Transfer portal. The security of the speaking assessment materials must be maintained at all times. The speaking assessment must be conducted by a suitable teacher in the centre.

Candidates will be awarded qualification grades on the 9-1 grading system. No individual paper grades are formally awarded although notional paper grade boundaries will be available.

Key dates

The deadline for entries is **22 February 2022**.

Packs can be accessed from **13 April 2022**.

The speaking assessment period is from **Monday 18 April – Friday 20 May 2022**.

The submission deadline for GCSE MFL candidate speaking recordings is **two working days** after the last oral exam for that language has taken place in the centre. The final submission deadline is therefore **Tuesday 24 May 2022**.

Assessment availability

All four papers are compulsory, and the written examinations must be sat in one terminal session. Candidates re-sitting the qualification may only carry over the marks from the previous examination series for Paper 2.

Specification	Summer 2022			
	Paper 1	Paper 2	Paper 3	Paper 4
Arabic (1AA0)	✓	✓	✓	✓
Chinese (1CN0)	✓	✓	✓	✓
French (1FR0)	✓	✓	✓	✓
German (1GN0)	✓	✓	✓	✓
Greek (1GK0)	✓	✓	✓	✓
Gujarati (1GU0)	✓	✓	✓	✓
Italian (1IN0)	✓	✓	✓	✓
Japanese (1JA0)	✓	✓	✓	✓
Persian (1PN0)	✓	✓	✓	✓
Portuguese (1PG0)	✓	✓	✓	✓
Russian (1RU0)	✓	✓	✓	✓
Spanish (1SP0)	✓	✓	✓	✓
Turkish (1TU0)	✓	✓	✓	✓
Urdu (1UR0)	✓	✓	✓	✓
Assessment type	Timetabled exam	Speaking window	Timetabled exam	Timetabled exam

Assessment summary

Papers for all language skills (listening, speaking, reading and writing) will be tiered. For further information, please refer to the specification.

Important: Mixed tier entry is not allowed. Each candidate must be entered for one single tier across all four papers by the entry deadline date. For more guidance on making tier entry decisions, please see [this advice](#).

Paper 1: Listening and understanding

This is a timetabled examination and is externally assessed by Pearson Edexcel. There is one question paper per candidate (either at Foundation Tier or Higher Tier).

1F – Foundation Tier	35 mins including 5 mins reading time	50 marks
1H – Higher Tier	45 mins including 5 mins reading time	50 marks

Candidates are assessed on their understanding of standard target language spoken by one or more speakers in a range of public and social settings.

Candidates will respond to multiple-response and short-answer open response questions based on a recording featuring a variety of target language speakers. Candidates must answer all questions in both sections. There is no requirement for candidates to produce written responses in the target language.

Foundation tier

Section A is set in English. The instructions to candidates are in English.

Section B is set in the target language. The instructions to candidates are in the target language.*

Higher tier

Section A is set in the target language. The instructions to candidates are in the target language.*

Section B is set in English. The instructions to candidates are in English.

*For Chinese (1CN0 1F/1H) and Japanese (1JA0 1F/1H) all instructions to candidates and questions are set in English.

Instructions to centres

- You must carefully check that each candidate receives the correct paper, either at Foundation or Higher Tier. The paper the candidate receives must match the tier at which the candidate has been entered.
- Candidates must use a black ink or black ball-point pen. They must not use pencil.
- Dictionaries are not allowed in any part of this exam.

Listening examination recordings

Digital recordings of the listening assessment can be accessed from our Secure Download Service. 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). CDs will no longer be provided.

- 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).

Transcripts of recordings

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.

Secure Download Service

To access recordings via the Secure Download Service (SDS), your centre must have registered for this. Details can be found [here](#).

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).

How to register for secure downloads

1. Log on to Edexcel Online (EOL).
2. Select 'Secure download service' on the left-hand side.
3. Check that the GMT and daylight saving time settings displayed are correct for your location.
4. Click the 'Request access' button.
5. An email will now be sent to the email address we hold for you on Edexcel Online. The subject title of this email is 'Edexcel Secure Download Service: Access Granted email 1 of 2'.
6. On this email follow the link called 'Activate service'.
7. You will be asked to confirm that you have read and agreed to the terms and conditions. There are new elements in the terms and conditions that we ask you take note of.

8. If you agree to the terms and conditions, tick the confirmation box and the 'Activate service' button will now become active.
9. Click on the 'Activate service' button and a second email will be sent to your Edexcel Online email address. The subject title of this email is 'Edexcel Secure Download Service Activated: email 2 of 2'.

You have now registered.

Do not delete this second email, as it provides the link by which you will access the secure material. If you have followed all of the instructions but are still experiencing difficulties, please contact qpd@pearson.com.

Accessing content

1. Ensure you are logged in to Edexcel Online.
2. Open the email called 'Edexcel Secure Download Service Activated: email 2 of 2' that we sent you when you registered.
3. Follow the 'access materials' link in this email.
4. A screen will now display showing the items available for you to download.
5. Click 'Download' against the item you need and then select the location on your network to which you wish the item to be saved.
6. Follow any onscreen instructions.
7. Once finished, log out of Edexcel Online and close the email.

Please check that any pop-up blockers are switched off. If you have followed all of the instructions but are still experiencing difficulties, please contact qpd@pearson.com.

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.

The organisation of examining rooms is a matter for individual centres although the Joint Council for Qualification (JCQ) has produced related [guidance](#). It is, however, 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.

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.

Reminder: Each candidate must be entered for one single tier across all four papers. Tier entry decisions must be made by the entry deadline date.

Paper 2: Speaking

This is an internally conducted assessment which is externally assessed by Pearson Edexcel. The assessment must be conducted within the prescribed speaking assessment period as set by Pearson Edexcel.

2F – Foundation Tier	7 – 9 mins plus 12 mins preparation time	70 marks
2H – Higher Tier	10 – 12 mins plus 12 mins preparation time	70 marks

We recommend that speaking assessments for each language, tier and qualification are scheduled 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 speaking window.

All speaking assessment recordings must be uploaded to the LWT with the associated [Candidate Speaking Assessment Record Form\(s\) \(CS2\)](#) no later than two working days after all the speaking exams for that language have been completed in the centre.

Editable [Candidate Speaking Assessment Record Form\(s\) \(CS2\)](#) are available on our website to facilitate upload to LWT. These can be downloaded, saved and completed on-screen, with typed names in lieu of digital signatures.

[Candidate notes forms \(CN2\)](#) can also be printed from our website. These do not need to be submitted via LWT and should be securely retained in the centre until the end of October.

Secure assessment materials

The speaking assessment comprises three consecutive tasks. The tasks must be conducted in the following order:

Task 1: Role play, Task 2: Picture-based task, Task 3: Conversation.

The assessment scenarios (stimulus cards) for the role play and picture-based tasks, along with the prescribed sequencing grids and instructions to the teacher-examiner, all make up the secure and confidential assessment materials for this paper, issued to the centre by Pearson Edexcel.

A pack containing one hard copy of these materials per 20 candidates entered for each tier will be dispatched to centres in March 2022. Upon receipt, the materials must be kept securely locked and inaccessible.

The pack may be opened **three working days** before the start of the prescribed speaking assessment period. The pack must not be opened before **13 April 2022**.

As some centres may wish to have additional copies of the assessment materials to enable multiple teacher-examiners to conduct examinations simultaneously, an electronic version of the secure assessment materials will also be made available (with restricted access) on the Pearson website (under the Exam materials tab for each GCSE language). Only the registered Examinations Officer will be able to access these materials.

If required, the Examinations Officer at the centre may print off additional copies of the secure assessment materials but this must only take place up to three working days before the start of the prescribed speaking assessment period. Furthermore, the Examinations Officer must keep a record of the number of copies printed and made available to the teacher-examiner(s) responsible for the conduct of the speaking assessments.

The teacher-examiner(s) responsible for the conduct of the speaking assessments are required to preserve absolutely the confidentiality of all the speaking assessment materials: these stimulus materials must be handed back to the Examinations Officer upon completion of the assessments and must be kept secure until **Friday 24 June 2022**.

It is expected that a record will be kept in each centre of the planned speaking assessment dates along with the details of the teacher-examiner(s) conducting the assessments, and that this information will be available both prior to and during the speaking assessment period.

The assessment materials must **not** be removed from the centre premises.

Reminder: Teacher-examiner(s) must not access the secure assessment materials before 13 April 2022.

Speaking assessment timings

Foundation Tier		Higher Tier	
Preparation time	12 mins	Preparation time	12 mins
Task 1 – Role play	1-1.5 mins	Task 1 – Role play	2-2.5 mins
Task 2 – Picture based task	2.5-3 mins	Task 2 – Picture based task	3-3.5 mins
Task 3 – Conversation	3.5-4.5 mins	Task 3 – Conversation	5-6 mins
Overall timings	7-9 mins (+12 mins preparation)	Overall timings	10-12 mins (+12 mins preparation)

Further information on timings is provided in the [FAQs](#) available on the Pearson website, under 'Forms and administration'.

Assessment

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.

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](#).

Task 1 – Role play

Each set of Pearson Edexcel speaking assessment materials will include ten different role plays for each tier. Each role play consists of two cards – one for the candidate and one for the teacher-examiner, which will be in a bound booklet.

Teacher-examiner card

The teacher-examiner cards contain instructions on how to conduct the role play and the exact questions to ask. Teacher-examiners should read the role play scenario in the target language prior to asking the first question. The exceptions to this are for Chinese and Japanese GCSE, where the role play introduction is provided in English and should be read in English.

Candidate card

The candidate cards include prompts as a guide and highlights where the candidate needs to ask a question (indicated by the symbol '?') and where an unpredictable question is posed to them by the teacher-examiner (indicated by the symbol '!').

The candidate cards each contain instructions in English and the task in the target language. The context of the role play is provided in both English and the target language.* Candidates must read both sections fully to support understanding of each bullet point.

*For Chinese (1CN0 2F/2H) and Japanese (1JA0 2F/2H) all information and instructions on the candidate cards will be provided in English only.

Teacher-examiners must be very careful to ensure that the correct cards are allocated. The cards will have 'Foundation' or 'Higher' tier clearly marked on them.

Task 2 – Picture-based task

Each set of Pearson Edexcel speaking assessment materials will include ten different picture-based tasks for each tier. Each task consists of two cards – one for the candidate and one for the teacher-examiner, which will be in a bound booklet.

Teacher-examiner card

The teacher-examiner cards contain instructions on how to conduct this task and the five questions to ask the candidate. Teacher-examiners are allowed to repeat questions twice (i.e. utter each question three times in total) and if appropriate, use the set prompts to enable candidates to give a developed response. Teacher-examiners must not deviate from the set questions or prompts.

Candidate card

Foundation Tier - candidates are provided with a picture and five bullets in the target language* to help them prepare for the five questions that will be asked during the assessment. Candidates are allowed to ask for questions to be repeated and should do so in the target language.

Higher Tier - candidates are provided with a picture and five bullets in the target language* to help them prepare for the five questions that will be asked

during the assessment. The final bullet is marked by the symbol ‘!’ to denote one unpredictable question. Candidates are allowed to ask for questions to be repeated and should do so in the target language.

*For Chinese (1CN0 2F/2H) and Japanese (1JA0 2F/2H) all information and instructions on the candidate cards will be provided in English only.

Teacher-examiners must be very careful to ensure that the correct cards are allocated. The cards will have ‘Foundation’ or ‘Higher’ tier clearly marked on them.

Task 3 – Conversation

The first part of the conversation opens with the topic chosen by the candidate. The candidate may choose to focus on any aspect(s) of the topic as each has a number of different features.

To enable them to make a confident start, the teacher-examiner should allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute. The teacher-examiner continues the conversation on the chosen topic and then may move on to other topics within the same theme, if necessary, to ensure that candidates use the recommended time for this task most effectively.

Although a candidate may present their chosen topic with a short introduction or overview, this first conversation must not be regarded as a presentation task and must involve spontaneous interaction. The second part of the conversation is based on a different theme allocated by Pearson and may cover any of the topics across that single theme.

Teacher-examiners must ensure that an equal amount of time is allocated to both parts of the conversation. Teacher-examiners must **not** prepare a specific list of questions with their candidates in advance of the speaking assessment for Task 3. Questions asked should flow naturally and follow logically from the content that arises. The conversations must not be a series of standardised questions and answers.

Candidate selection of topic for Task 3 – Conversation Part 1

The choice of topic must be agreed between the candidate and the teacher, and must be selected no later than two weeks before the assessment takes place.

Teachers must not set topics for candidates for the first part of the conversation. Candidates must be encouraged to choose a topic of personal interest from those available in the specification. It is therefore expected that there will naturally be variation in the topics selected across each centre's cohort.

Access to secure materials

Candidates are permitted 12 minutes' preparation time, under supervised conditions for Tasks 1 and 2, immediately prior to the assessment. The purpose is to consider the prompts for the role play and picture-based scenarios allocated to them.

Candidates must only be provided with the stimulus cards at the start of the preparation time. They must not know the numbers of the stimulus cards allocated to them in advance of the preparation time. The preparation time must be used only to study the cards provided. It is not to be used to prepare for the conversation (Task 3).

Candidates are permitted to make notes (up to a maximum of one side of A4 for both Tasks 1 and 2 combined) on the CN2 form during this period and they can refer to them during the role play and picture-based assessment tasks, but not during the conversation task.

Candidates must not make notes on the stimulus cards given to them. Candidates must return their notes and stimulus cards to the teacher-examiner before commencing Task 3 (conversation).

The notes should be for reference only and candidates are advised not to read out whole, prepared sentences in answer to questions. Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

Candidates must not have access to a dictionary or any other resource, including a mobile phone, during the preparation and assessment time.

Sequencing grid

Teacher-examiners must adhere to the sequencing grid provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card

and the theme for the second part of the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.

The speaking assessment must begin with the role play. The role play theme will be allocated by Pearson Edexcel using the sequencing grid. At the end of the role play, the speaking assessment will next move to the picture-based task.

The picture-based task theme will be allocated by Pearson Edexcel using the sequencing grid. At the end of the picture-based task, the speaking assessment will move to the conversation.

Transitions between tasks must be conducted in the target language.*

*For Chinese (1CN0 2F/2H) and Japanese (1JA0 2F/2H) transitions should be in English. Further information, along with the sequencing grid for each tier have been provided in the 'General instructions to the teacher' booklet accompanying the secure assessment materials.

Please note that the sequencing grids will differ for each language, tier and exam series.

Recording requirements

Speaking assessments must be recorded digitally. Pearson Edexcel **only** accepts recordings in the following formats:

.mp3	.wav	.m4a	.wma	.aif	.aiff
.mpeg	.vlc	.ogg	.oga	.mid	.midi

A full list of supported files can be found [here](#).

These must be submitted via the digital Learner Work Transfer portal (LWT). Details on using the portal can be found on page 30 of this guide.

If centres record the speaking assessment in a different digital format, they must convert the recording to one of the above listed accepted formats before submitting them to Pearson Edexcel.

All recordings must be clearly labelled so that the centre and candidates can be easily identified. Please use the following labelling convention:

[unit number]_[tier]_[centre number]_[candidate number]_[surname]_[first letter of first name]. For example, 1FR0_2F_12345_0012_Bloggs_J.

Complete, unedited recordings of all assessments must be submitted to Pearson Edexcel for external marking via LWT.

Important reminders for centres

- Do not use more than one method to record speaking assessment.
- Ensure that each candidate's complete speaking assessment (Task 1, Task 2 and Task 3) is recorded as a single separate track.
- Submit a fully completed CS2 form (an [editable word version](#) is available on the Pearson website, under 'Forms and administration') on which candidate and teacher-examiner names can be typed on-screen in lieu of digital signatures.
- Centres **must** also keep a completed electronic version of the CS2 form.
- Ensure the speaking assessment has recorded fully before uploading onto LWT.
- Keep a copy of the assessment recordings and paperwork (CS2 form). If an examiner discovers a recording has not uploaded, they will contact the centre for a replacement.
- If the centre does not have a copy then please contact the assessment team. However, if this is discovered after the assessment window has closed, the centre must make an [application for special consideration](#).

Accommodation and recording equipment

A quiet room is required for the speaking assessments. Only one candidate is to be examined at a time.

Normally, no other person other than the teacher-examiner conducting the assessment and the candidate should be present in the examination room. However, please ensure that you follow JCQ guidance and your own centre policy regarding additional individuals being present in the examination room(s).

Please note that centres must supply their own recording equipment. All recording equipment must be tested prior to use. Pearson Edexcel cannot recommend specific equipment to use for recording purposes, nor can we provide technical advice on their operation.

Recording of candidates

All candidates must be recorded. Please ensure recording equipment is positioned to pick up the candidate voice clearly. Please ensure that the following points are adhered to when conducting speaking assessments:

- The recording equipment should be switched on and at the start of each assessment, the following information should be given: GCSE (*language*), (*Foundation or Higher*) Tier, (*teacher-examiner name*), (*candidate name*), (*candidate number*).
- The three speaking tasks should be recorded consecutively without a break in between. However, teacher-examiners should make it clear in the target language* when one task has finished and the next is beginning. *For Chinese and Japanese GCSE, transitions between tasks should be in English.
- Candidates may bring brief notes into the examination room (one side of A4 sheet of paper for Tasks 1 and 2 combined). Although bulleted notes are preferred, candidates may write in full sentences but must be discouraged from reading out sentences. All stimulus cards and candidate notes must be handed over to the teacher-examiner before Task 3 commences.
- When introducing the topic for Task 3 – Conversation Part 1, candidates may speak for up to a maximum of one minute.
- If a question is not understood after two repetitions move on to the next question - further attempts may just confuse or discourage the candidate.

For Task 3 – Conversation

- Listen carefully to the candidate's answers and relate subsequent questions to the information provided.
- Do comment and respond naturally but briefly to what the candidate says.
- Avoid yes/no questions except as a lead-in to something more challenging.
- Ensure that questions allow candidates to achieve their maximum potential, e.g. by covering a range of tenses/time references and opinions as appropriate within the prescribed time for the conversation.

Reminders for centres

- Never correct a candidate's language no matter how inaccurate during an assessment.
- Avoid finishing sentences for candidates except where it would be in their interest to move onto something else.
- At the end of the exam the teacher-examiner must check that the test has been recorded before moving on to the next candidate.
- Recording equipment must not be paused during a speaking assessment.

It is essential to check the following carefully:

- The recording device is correctly set up and that recording takes place successfully.
- Extraneous noise is kept to a minimum.
- The device is switched on at the start of the assessment and switched off at the end.
- At the start of every recording, the qualification, language, teacher-examiner's name, candidate's name and number are announced. The centre name and centre number no longer need to be announced as these are built in to the LWT system.
- That the conclusion of the preceding task has been noted by the teacher examiner and commencement of the next task has been clearly announced.
- Recordings of previous candidates have not been accidentally erased.

Checklist for conduct of speaking assessments

At this point:	Announce this on recording:	Action this:
At the start of each candidate's assessment	GCSE (<i>language</i>), (<i>Foundation or Higher</i>) Tier, teacher-examiner (<i>name</i>), (<i>Candidate name</i>), (<i>candidate number</i>).' Then in the target language* announce 'This is Task 1 – Role play.'	Start the assessment. Do not pause or stop the recording equipment during the recording.
At the end of Task 1 (announce in the target language*)	'Task 1 – Role play is complete. We will now move on to Task 2 – Picture-based task.'	Do not pause or stop the recording equipment during the recording.
At the end of Task 2 (announce in the target language*)	'Task 2 – Picture-based task is complete. We will now move on to Task 3 – Conversation.'	Do not pause or stop the recording equipment during the recording. Collect the stimuli cards and candidate notes.
At the end of Task 3 for each candidate (in English)	'End of assessment.'	Check that the assessment has been recorded clearly and audibly. Reset the controls ready to record the next candidate.
After the last candidate	N/A	Upload recordings onto LWT within two working days.

*For Chinese (1CN0 2F/2H) and Japanese (1JA0 2F/2H) all transitions should be in English.

If a recording fails or is unsatisfactory in terms of audible quality, the candidate must be re-examined immediately using different stimulus material. If the examiner contacts the centre regarding a failed recording, then the centre must contact languagesassessment@pearson.com for further advice. In all situations where there is doubt over the adequacy of recordings Pearson Edexcel must be consulted immediately.

Submission of candidate assessments

Assessment recordings must be uploaded to LWT within two working days of all speaking assessments for that language qualification being completed in the centre.

Centres should upload the relevant [Candidate Speaking Assessment Record Form\(s\) \(CS2\)](#). There must be a separate record form for each tier, and the record forms must contain all the appropriate centre and candidate details - correct candidate numbers are essential. Ideally, the candidates should be listed on the forms in candidate number order.

Please note that the CS2 form(s) must be signed by the teacher examiner and all candidates listed on the form – digital signatures in the form of typed names are acceptable in order to facilitate online submission of the form via LWT.

Every upload must be clearly labelled with centre name and number and the language being examined. More details of how to do this can be found in the section of this guide: Submitting work to Pearson via LWT.

Paper 3: Reading and understanding

This is a timetabled examination and is externally assessed by Pearson Edexcel. There is one question paper per candidate (either at Foundation Tier or Higher Tier).

French, German, Italian, Portuguese and Spanish

3F – Foundation Tier	45 minutes	50 marks
3H – Higher Tier	1 hour	50 marks

Arabic, Chinese, Greek, Gujarati, Japanese, Persian, Russian, Turkish and Urdu

3F – Foundation Tier	50 minutes	50 marks
3H – Higher Tier	1 hour 5 minutes	50 marks

Assessment overview

Candidates are assessed on their understanding of the target language in writing across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Candidates are required to respond to multiple-response and short-answer questions based on these texts.

Candidates must answer all questions in each of the three sections:

Section A is set in English. The instructions to candidates are in English.

Section B is set in the target language. The instructions to candidates are in the target language.*

Section C is a translation passage from the target language into English with instructions in English.

*For Chinese (1CN0 3F/3H) and Japanese (1JA0 3F/3H) all instructions to candidates and questions are set in English.

Instructions to centres

- You must carefully check that each candidate receives the correct paper, either at Foundation or Higher Tier. The paper the candidate receives must match the tier at which the candidate has been entered.
- Candidates must use a black ink or black ball-point pen. They must not use pencil.
- Dictionaries are not allowed in any part of this examination.

Paper 4: Writing

This is a timetabled examination and is externally assessed by Pearson Edexcel. There is one question paper per candidate (either at Foundation Tier or Higher Tier).

For summer 2022 only, the assessment time for Foundation Paper 4 will be increased by 5 mins. This is to account for the extra Q2 option in this paper. These arrangements are an interim measure to address any impact COVID-19 has had/will have on students taking their examinations in 2022.

Exam timings in summer 2022 will therefore be as follows:

French, German, Italian, Portuguese, Spanish

3F – Foundation Tier	1 hour 15 minutes	60 marks
3H – Higher Tier	1 hour 20 minutes	60 marks

Arabic, Chinese, Greek, Gujarati, Japanese, Persian, Russian, Turkish, Urdu

3F – Foundation Tier	1 hour 20 minutes	60 marks
3H – Higher Tier	1 hour 25 minutes	60 marks

Assessment overview

Candidates are assessed on their ability to communicate effectively through writing in the target language for different purposes and audiences. Candidates are required to produce responses of varying lengths and types to express ideas and opinions in the target language.

The instructions to candidates are in the target language, except for Chinese and Japanese GCSE writing papers, where instructions are in English. For all other languages, question titles are in English for summer 2022 only – this is one of the means of support in response to the impact of the pandemic.

Recommended word counts are specified for each question. Candidates must answer all questions and select from one of the two optional questions where appropriate.

Foundation tier

Three open response questions and one translation into the target language.

Higher tier

Two open response questions and one translation into the target language.

Instructions to centres

- You must carefully check that each candidate receives the correct paper, either at Foundation or Higher Tier. The paper the candidate receives must match the tier at which the candidate has been entered.
- Candidates must use a black ink or black ball-point pen. They must not use pencil.
- Dictionaries are not allowed in any part of this examination.

Access arrangements and reasonable adjustments

Before an examination or assessment, you can apply for access arrangements on behalf of a candidate with special needs. Access arrangements aim to meet the particular needs of an individual candidate without affecting the integrity of the assessment.

Access arrangements allow candidates to show what they know and can do without changing the integrity or the demands of the assessment, for example by using a reader or scribe.

Access arrangements are approved before an examination or assessment and they allow candidates with special educational needs, disabilities or temporary injuries to access the assessment.

Special needs could include:

- candidates with known and long-standing learning difficulties
- candidates with physical disabilities, permanent or temporary
- candidates with sensory impairment
- candidates whose first language is not English, Irish or Welsh
- candidates who have difficulties at, or near, the time of assessment that may have affected their performance in the assessment.

Please use the Pearson Access Arrangement Online tool (PAAO), accessible via Edexcel Online, to make an application.

If your application is not approved, you may refer it electronically to Pearson Edexcel. This will go to the Special Requirements team in Pearson, with any additional information for review.

Reasonable adjustment

Reasonable adjustment can help reduce the effects of a disability or difficulty that puts the candidate at a substantial disadvantage in an assessment.

Reasonable adjustments cannot affect the integrity of assessment outcomes, or give the candidate an assessment advantage over other candidates undertaking the same or similar assessments.

Each application will be considered individually in light of the candidate's needs. The response will relate primarily to the effect the requested adjustment may have on the assessment objective being tested in the qualification.

For further support with access arrangements or reasonable adjustments, contact: uk.special.requirements@pearson.com.

Paper 1 Listening examinations

Extra time

Please note that before applying extra time, there must be an access arrangement in place for the candidate for the additional time. If this is not the case, then an [access arrangement application](#) will need to be made.

Where extra time has been approved and is to be made available for a candidate for the listening exam, the centre must ensure that appropriate invigilation and timetabling arrangements are in place.

Additional sets of recordings will be produced for those candidates who formally qualify for 25% extra time in GCSE listening examinations. These digital recordings will incorporate the additional time allowance and will only be available via our special secure download service (SDS).

Instructions on registering for SDS and downloading materials is provided on pages 7-8 of this guide. As the extra-time sound files will appear alongside the standard-length digital recordings, care must be taken to select the correct ones for your candidates.

However, because every candidate has different needs and may need the extra time at different points, centres can also choose to take responsibility for manually stopping and starting the recording. This will enable you to give your candidate pauses for extra time when needed at any stage during the listening exam, as long as the total overall time permitted for the assessment is not exceeded.

Guidance on manually administering extra time for listening examinations

The approved extra time should be distributed as required in line with the candidate's needs, and must not exceed the total time allowed.

The invigilator will be required to manually pause the MP3 recording to administer the appropriate additional time for the candidate.

The duration of extra time permitted must be calculated based on the actual examination time for that specific paper. This will involve calculating what the percentage of extra time equates to in terms of total amount of extra time in seconds. Using this information the centre must then decide how best to distribute the total number of extra seconds across the paper.

Foundation Tier

Please find below an example of how 25% extra time for a Foundation Tier candidate **could** be administered:

Regular timing:	35 mins
25% extra time:	8 mins 45 secs
Total with 25% extra:	43 mins 45 secs

1. The invigilator presses play and starts the timed examination.
2. The five minutes reading time on the recording comes to an end.
3. The invigilator pauses the recording for 11 seconds.
4. The invigilator un-pauses the recording.
5. After the extract for Question 1 has played fully for the first time, following the final single beep sound, the invigilator pauses the recording for 18 seconds.
6. The invigilator un-pauses the recording.
7. After the extract for Question 1 has been repeated in full, following the final double beep sound, the invigilator pauses the recording for 18 seconds.
8. The invigilator un-pauses the recording.
9. The invigilator repeats steps 5 – 7 for all remaining questions on the paper.
10. The invigilator pauses the recording for 10 seconds at the end of the examination, ensuring that the total duration of the examination does not exceed 43 minutes and 45 seconds.

Higher Tier

Please find below an example of how 25% extra time for a Higher Tier candidate **could** be administered:

Regular timing:	45 mins
25% extra time:	11 mins 15 secs
Total with 25% extra:	56 mins 15 secs

1. Invigilator presses play and starts the timed examination.
2. 5 minutes reading time on the recording comes to an end.

3. Invigilator pauses the recording for 38 seconds.
4. Invigilator un-pauses the recording.
5. After the extract for Question 1 has played fully for the first time, following the final single beep sound, the invigilator pauses the recording for 30 seconds.
6. Invigilator un-pauses the recording.
7. After the extract for Question 1 has been repeated in full, following the final double beep sound, the invigilator pauses the recording for 30 seconds.
8. Invigilator un-pauses the recording.
9. Invigilator repeats steps 5 – 7 for all remaining questions on the paper.
10. Invigilator pauses the recording for 37 seconds at the end of the examination, ensuring that the total duration of the examination does not exceed 56 minutes and 15 seconds.

Live speakers

Where a live speaker is to be provided to the candidate, this should, wherever possible, be the candidate's subject or specialist teacher. However, an invigilator must be present in the examination room at all times.

The live speaker should be allowed access to the MP3 recording or the transcript, one hour before the published starting time for the examination. This is to allow time for the live speaker to prepare. It may be necessary to delay the start of the examination for the candidate(s) concerned. The candidate(s) must be placed under centre supervision whilst the live speaker prepares for the examination.

To access the transcript or the MP3 recording, the centre must register for the Secure Download Service.

Paper 2 Speaking assessment

Extra time

For Modern Foreign Language speaking tests, candidates who are eligible will be allowed to add up to a total of 25% of the maximum time permitted for assessment for that tier.

This may consist of extra time during the preparation time or 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 tier.

Applications for 25% extra time must be processed using [Access arrangements online](#). For candidates who are eligible for more than 25% and have been granted approval for this by access arrangements online, centres may allocate the time as outlined above but must not exceed the total of the extra time granted for that candidate.

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

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 but the teacher-examiner should state on the recording that 'the candidate is now taking a supervised rest break'.

During the supervised rest break the candidate must not have access to the question paper/answer booklet. 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

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.

Submitting work to Pearson via LWT

All oral assessments must be recorded digitally and sent to Pearson via the **Learner Work Transfer** (LWT) portal.

What is the Learner Work Transfer Portal?

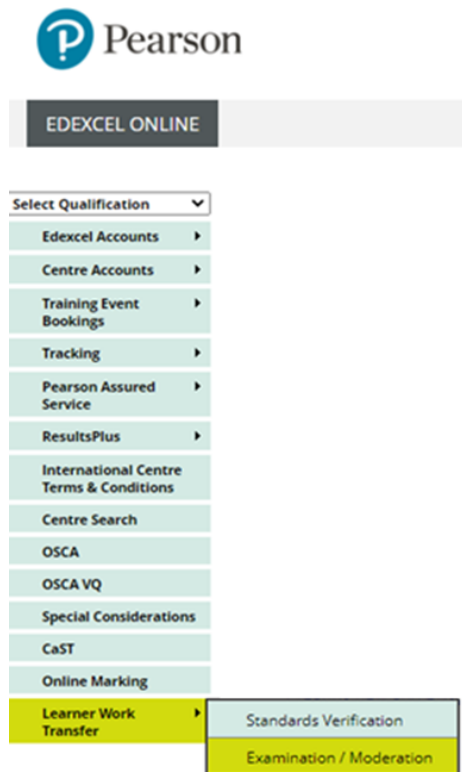
In order to help with teacher-examiner workload, and to ensure our commitment to working more digitally, we have developed a new digital way for centres to submit their candidate speaking recordings to Pearson.

The new system is called the digital Learner Work Transfer (LWT) portal. Audio files for GCSE MFL must be submitted via this portal which is available to access through Edexcel Online (EOL) from summer 2022. Submissions using USB / CDs will no longer be accepted.

How to use the digital LWT portal to submit oral assessments

1. Accessing the portal

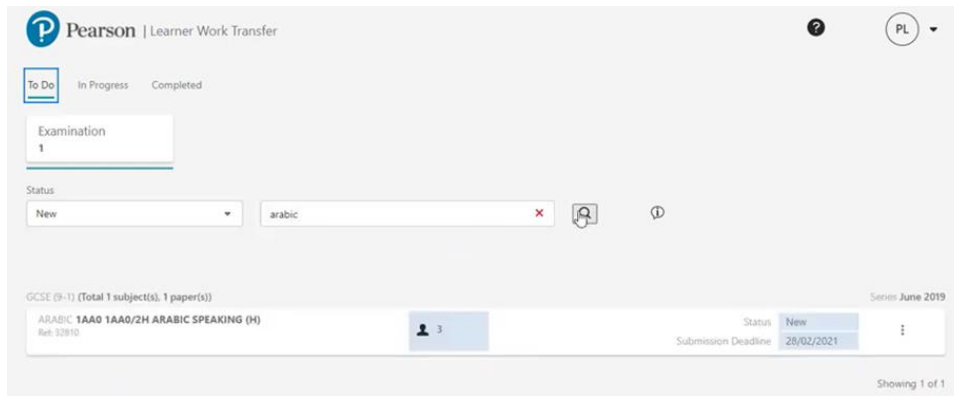
Access the portal through your Edexcel Online account under 'Learner Work Transfer'. Instructions on how to access LWT can be found [here](#).



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

Use the following naming convention when uploading documents to learner folders:

[unit number]_[tier]_[centre number]_[candidate number]_[surname]_[first letter of first name]' e.g. '1FR0_2F_12345_0012_Bloggs_J'

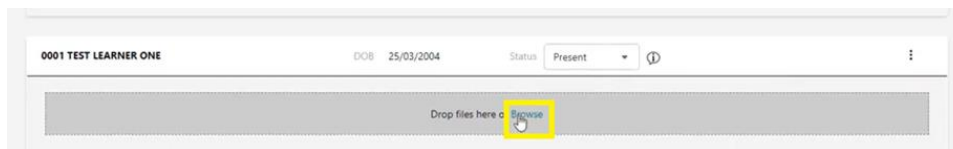
If you are uploading more than one document for each candidate please use the following naming convention:

- 1FR0_2F_12345_0012_Bloggs_J_candidate recording
- 1FR0_2F_12345_0012_Bloggs_J_CS2

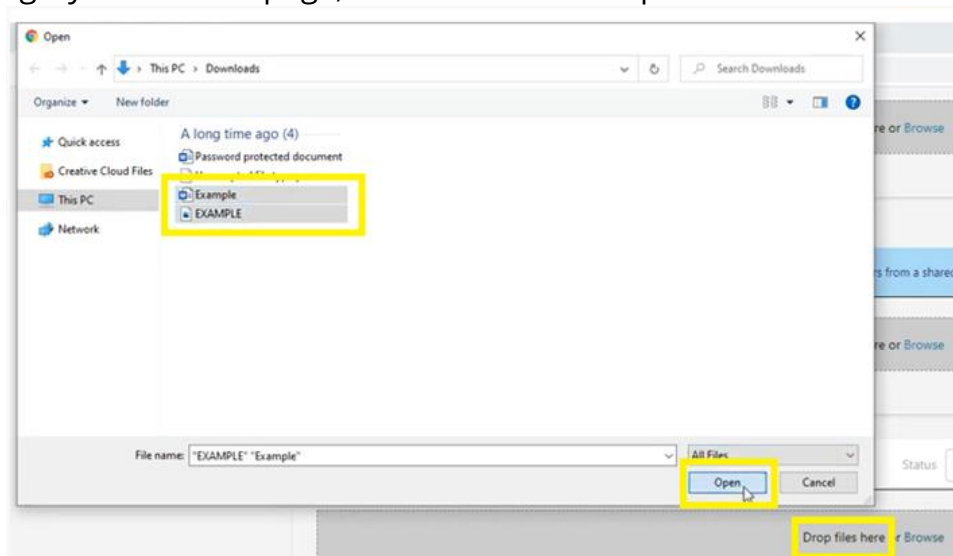
If you are uploading one CS2 for multiple candidates, please use the following naming convention: '[centre number]_CS2' e.g. 12345_CS2 and see instructions on linking a file to multiple learners below.

4. Uploading files

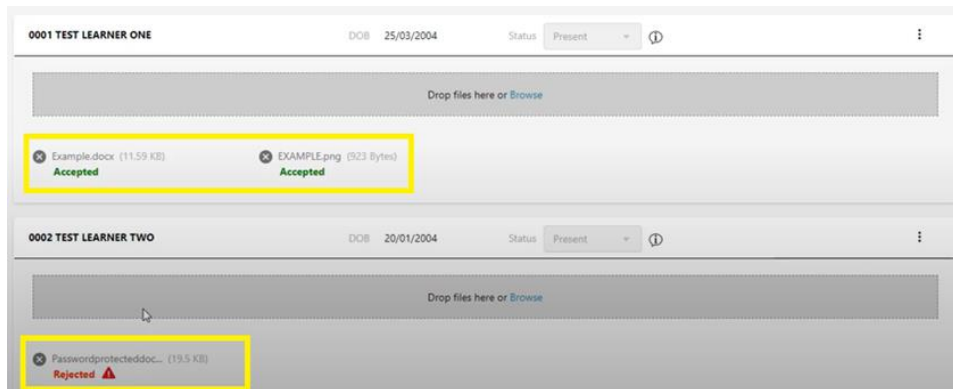
To upload learner evidence, click 'Browse' under the learner.



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. 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.

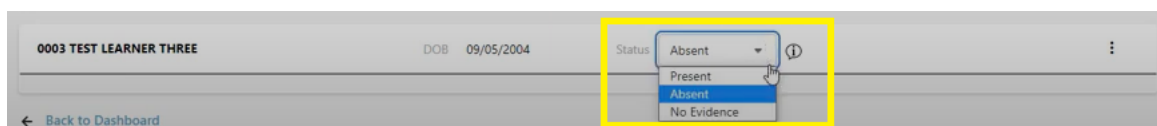


Please do not upload zip files. You can hold CTRL down whilst selecting multiple files in the file explorer if you wish to upload multiple files for a single student in one go. LWT is a secure platform, so there is no need to encrypt files.

The portal accepts most of the popular file types including mp3, mp4, Jpeg. A full list of accepted file types can be found [here](#).

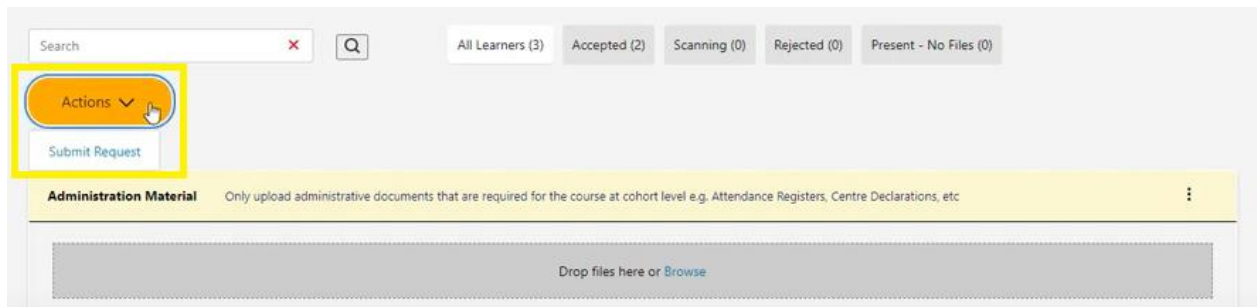
For any learners who were absent for the assessment, the centre should change their status to 'Absent' using the 'Status' dropdown. This will take the place of completing the attendance register.

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.



Attendance registers can be uploaded in the 'Administration Material' section. You should only upload documents in this section that are required for the course at cohort level.

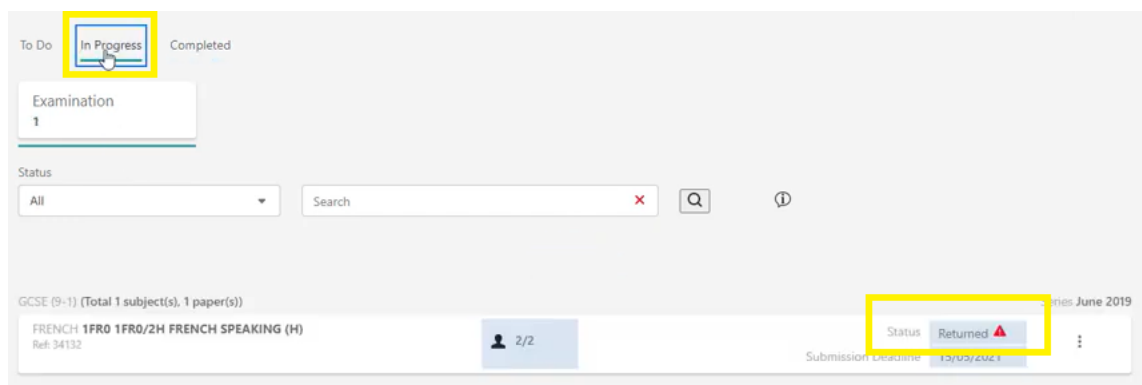
Once you have at least one file uploaded per learner and indicated their status (absent/no evidence), the 'Submit Request' option will become available at the top of the screen and also from the 'In Progress' dashboard.



Once a request has been submitted, you will receive a confirmation message. Click 'Ok' to proceed. This will send the request to your assessor and you will no longer be able to add, edit or remove evidence. The completed tab shows requests which have been submitted for assessment.



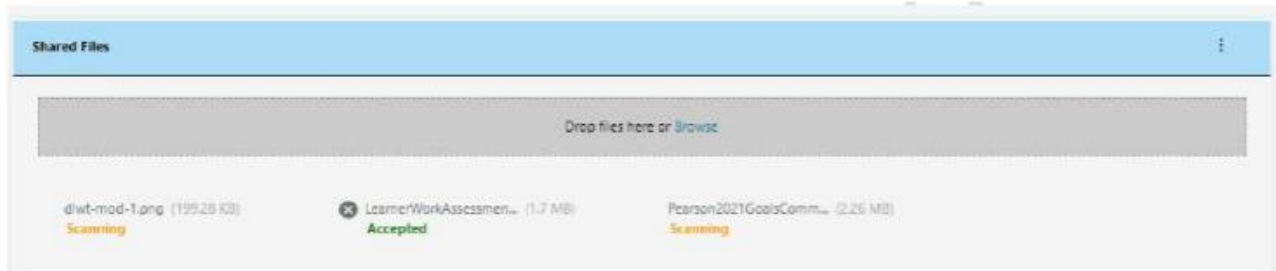
If the assessor finds that the wrong material has been uploaded, they can return the request to the centre. You should receive an email from the assessor or Pearson. This will show in the 'In Progress' tab with a status 'Returned'. You can then add or remove files before resubmitting the request.



If the centre identifies incorrect documents uploaded and submitted, they will need to contact the assessor or 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.

Please see [this](#) video guide (from 5 mins 55 seconds) for step-by-step instructions on how to upload a CS4 file and link it to multiple candidates. If uploading one CS4 form for multiple candidates, please name it with your centre number i.e. 12345_CS4. There is no need to name the CS4 form with multiple candidate numbers if it is linked to them on LWT in this way.

If you have any issues with the LWT system please contact our AA helpdesk on 0800 169 9202.

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 is 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.

I realised I had uploaded the wrong file after pressing submit.

Please contact languagesassessment@pearson.com who will ensure that the allocated examiner returns the entry to the centre for correction.

For support with other FAQs, please see our [Learner Work Transfer FAQs page](#).

Appendix 1:

Checklist – Paper 2 Speaking

- Foundation Tier (7–9 minutes **plus** 12 minutes' preparation time)
- Role play: 1–1.5 minutes; picture-based task: 2.5–3 minutes; conversation: 3.5–4.5 minutes
- Higher Tier (10–12 minutes **plus** 12 minutes' preparation time)
- Role play: 2–2.5 minutes; picture-based task: 3–3.5 minutes; conversation: 5–6 minutes

Before the assessment

- Upon receipt of speaking materials from Pearson Edexcel, store securely.
- Agree candidates' topic choices for conversation part 1 **two weeks** before assessment.
- Open materials **3 working days** before the start of the prescribed five-week assessment period.
- If required, Exam Officers can print additional copies **3 working days** before the start of the prescribed five-week assessment period.
- Plan speaking assessments using sequencing grid.
- Test recording equipment.

In the preparation room

- Each candidate must sign the CS2 form. Please note that this can now be done on screen using the [editable form](#), to facilitate online submission via LWT. Candidates can simply type their names as a digital signature.
- Give candidate the allocated stimulus cards and blank [CN2 notes form](#).

During the assessment

- Switch on recording equipment.
- Announce candidate name and number.
- Conduct transitions between tasks in the target language. For Chinese and Japanese GCSE only, transitions should be in English.
- Take stimulus cards and notes (CN2) from candidate on completion of the picture-based task.
- On completion of the assessment, announce 'End of assessment'.
- Check recording before moving on to next candidate.

After the assessment

- If necessary, convert recordings to appropriate digital format.
- Upload all files onto LWT.
- Name all recordings as per required file-naming conventions.
- Check all assessments have recorded fully and take required action if not.
- All materials to be kept secure until Friday 24 June 2022.
- Notes made during preparation time to be kept secure until end of October 2022.

Checklist – Paper 1 Listening

- Check timings of each paper and tier for the specific language qualification (see page 6 of this guide), including the 5 minutes' reading time.

Before the exam

- Download MP3 recordings **24 hours before** the scheduled exam.
- Check playback equipment.
- Check each candidate has received the correct paper (Foundation or Higher Tier).
- Ensure the correct recording is set to play (Foundation or Higher Tier).

During the exam

- Play the recording at the beginning of the scheduled exam (do not pause or stop).
- Candidates use the 5 minutes' reading time to familiarise themselves with the paper.
- Candidates may make notes on the paper during the 5 minutes' reading time.
- Any time after the recording has finished can be used to check answers.