

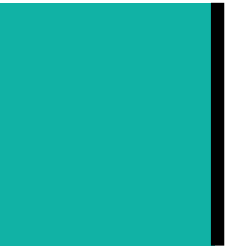
Spoken Language Endorsement for International GCSE English Language A and B (4EA1 and 4EB1 linear) refresher course

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Advisor

September 2024

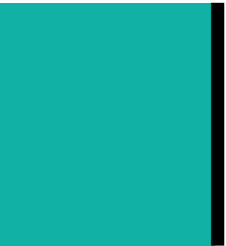
[Access the recording](#)





What we'll cover

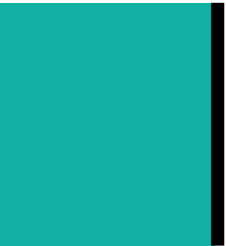
- Feedback on the SLE in the June 2024 exam series
- Key documents
- Making the correct entries for 4EA1 and 4EB1 if students are resitting
- Setting up the SLE (choosing topics, use of notes/PPTs, make-up of audience)
- Managing the video-sample
- Support for students with additional needs/who are reluctant to be video-recorded
- Standardising marking
- Admin requirements – uploading videos and grades
- FAQs
- Questions?



Feedback on the June 2024 exam series: SLE

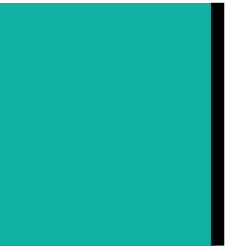
Overall, the submissions were very impressive.

- Key feedback from the June 2024 Principal Monitor's report:
- Don't forget the grade in the file name.
- Ideally save recordings as mp3/mp4 files and check recordings have sight and sound before submitting.
- Place microphone/recording device near the candidate rather than the teacher.
- It's helpful if students say their name at the start of the presentation as well as stating the topic they are going to talk on.



Key documents

- Specifications for [4EA1](#) and [4EB1](#)
- [Administrative support guide](#)
- Your individual monitor's report from the latest exam series (downloaded from Edexcel Online from results day).
- The [Principal Monitor's report](#) from the latest exam series
- [Submission guidance](#)
- [Assessment record sheet](#) with AI declaration
- [LWT guidance](#)
- [Resit rules](#)
- [Remote assessment guidance](#) (this is for GCSE, but the same applied for Int GCSE)



Making the correct entries for 4EA1 and 4EB1

There are entry options for:

- Students sitting the SLE for the first time
- Students who want to carry forward their SLE result from a previous certification of the qualification

Please use [this guidance](#) to make sure you choose the correct entry option.

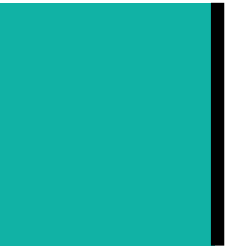
Please note:

If you do not select an entry option with the SLE, your students will not be able to certificate with the SLE.

The SLE cannot be sat as a stand-alone component in a subsequent series.

Setting up the SLE
(choosing topics,
use of
notes/PPTs,
make-up of
audience)





The format of the presentation

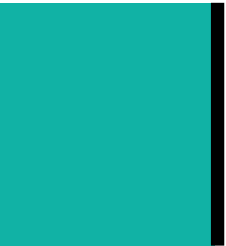
Content

Students must demonstrate their presentation skills in a formal setting, listen and respond to questions and feedback, and use spoken English effectively.

Presentation

The spoken language presentation is to be completed individually by a student and may take a variety of forms, including:

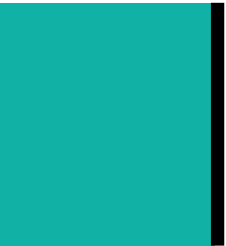
- a) a speech or talk by a student, followed by questions from the audience or
- (b) a formal debate or dialogue, such as an interview where the student is able to prepare extended responses to questions or prompts which have been shared in advance, followed by questions from the audience. In all cases, the presentation should be prepared and **last no longer than 10 minutes** per student and this includes questions and answers.



The audience

Students must give their presentations to an audience, which must **always include the teacher** and **we recommend the audience consist of at least two people** as this gives greater opportunities for students to demonstrate the necessary knowledge, skills and understanding for this assessment. The composition of the audience must also provide students with opportunities to respond to appropriate questions and feedback.

The size and composition of the audience should be determined by the teacher, in discussion with the student. However, where the audience is the teacher only, the presentation and dialogue should be designed in such a way that it could have a potentially wider audience than just one person (for example, it replicates a television interview).



What makes a good topic?

- . Candidates may perform better if choosing the topic is collaborative (rather than imposed by the teacher).
- . Some topics may be self-limiting: talking about a holiday might not allow the expression of sophisticated ideas/vocabulary needed for a distinction.
- . Subjects which involve a degree of controversy tend to provide able candidates with the best scope. Good examples included 'The Scourge of People Trafficking', 'What is "post-truth"?', 'How to encourage children to read'.
- . Presenting on poems or texts which students have studied elsewhere in their English studies, or having all students present on work experience have not proved particularly successful approaches.

Assessing



Getting familiar with the marking criteria & the standard

- Prior to assessing students, carry out a departmental standardisation process by watching any of the 3 sets of [English spoken language standardising materials](#) and marking them.
- If you wish, you can carry out the same exercise with students.
- It's a good idea to revisit your individual and the general [Principal Moderator's report](#) as part of your preparation for assessing.

Planning and preparation

- Go through the 'dos and don'ts' of formal presentations with students.
- Model a presentation yourself and ask students to grade you using the assessment criteria and to explain the reasons for the grade they have awarded.
- Ensure your students understand the rules around the use of AI and ensure that they keep records of any research they conduct in relation to their topic.
- Students can 'self-study' this using these 3 videos:

[How to do the spoken language endorsement](#)

[You talk, session 2: from ideas to a finished presentation](#)

[You talk, session 3: doing the presentation](#)

Having decided upon the tasks and the arrangements for audience and recording, your students will:

- Prepare their presentation, including the questions and answers: this may include preparing a Powerpoint, or notes cards.
- Ideally, have the opportunity to practise their presentation with an audience.

Carrying out the assessments

Decide on your approach to recording across teaching groups:

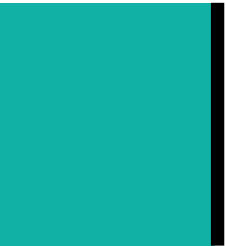
- Will all students be recorded?
- Will you record, for example, 15 students at each grade (based on your grade predictions)?
- Have you planned to avoid needing to record any students with additional needs/high levels of anxiety?
- Will students present to a large group, a small group or just their teacher?

Students present on their topics and are recorded. **They should wear name badges and state their name and their topic at the start of the presentation.**

Prior to recording, test your equipment to ensure that the audio-visual quality is sufficient to allow assessment and that where more than 1 student is presenting at the same time, they are wearing name badges and are identifiable.

Listen to your students' presentations, marking each using the assessment record sheet, or making notes, so that you can complete the sheet later.

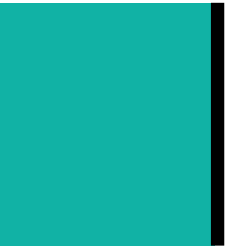
Save your recordings as MP3, MP4, MPEG, FLV, MOV, WMV or RM files.



Support for students reluctant to be video-recorded

The SLE is optional but recommended for students entered for 4EA1/4EB1. It can be completed at any time during the 2-year course and centres should plan well in advance of the 15 May sample submission deadline for any students for whom video-recording may be more challenging.

1. Do ASD students/those with complex needs, need to be recorded? If you have 30 other recordings from across teaching groups, you could avoid recording such students.
2. [Assess such students remotely](#) if this is more acceptable to them.
3. Assess such students with just them and the teacher. A wider audience is not required.
4. The SLE is optional. If students are not willing to be video-recorded, they can simply not be entered for the SLE.



Marking Criteria

General Criteria

To be awarded a Pass, Merit or Distinction a Learner must:

be audible,

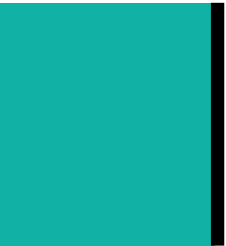
and use Spoken Standard English which, for the purposes of the spoken language assessment, means that a Learner must –

be intelligible,

and generally use language appropriate to the formal setting of the presentation.

Marking Criteria

Pass	Merit	Distinction
<p>In addition to the general criteria, to be awarded a Pass a Learner's performance in his or her spoken language assessment must meet all of the following criteria –</p> <ul style="list-style-type: none">• expresses straightforward ideas/information/feelings,• makes an attempt to organise and structure his or her presentation,• makes an attempt to meet the needs of the audience, and• listens to questions/feedback and provides an appropriate response in a straightforward manner.	<p>In addition to the general criteria, to be awarded a Merit a Learner's performance in his or her spoken language assessment must meet all of the following criteria –</p> <ul style="list-style-type: none">• expresses challenging ideas/information/feelings using a range of vocabulary,• organises and structures his or her presentation clearly and appropriately to meet the needs of the audience,• achieves the purpose of his or her presentation, and• listens to questions/feedback responding formally and in some detail.	<p>In addition to the general criteria, to be awarded a Distinction a Learner's performance in his or her spoken language assessment must meet all of the following criteria –</p> <ul style="list-style-type: none">• expresses sophisticated ideas/information/feelings using a sophisticated repertoire of vocabulary,• organises and structures his or her presentation using an effective range of strategies to engage the audience,• achieves the purpose of his or her presentation, and• listens to questions/feedback, responds perceptively and if appropriate elaborates with further ideas and information.



Finalising your sample and secure storage until upload to the LWT

- Review your students' results using their assessment record sheets/and or recordings and finalise your sample.
- Check the audio-visual quality of your recordings.
- Save the recordings of the selected sample and make additional copies, ensuring more than one member of staff has access to them.
- When instructed to do so (by 5 November for November exam series and 15 May for the May/June exam series) upload your sample to the LWT and your grades to Edexcel Online.

Make-up of the sample for 4EA1 or 4EB1

Submission requirements

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

The sample should be representative of the teaching groups within the centre.

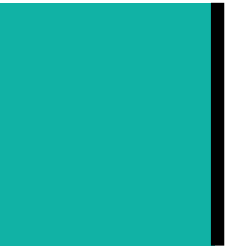
+ All students at a grade if the centre has fewer than the stated minimum. Students assessed as Not Classified should not be included.

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

⁺⁺⁺ For example:

(a) if a centre has 21 D students, 14 M students and 3 P students, the sample will consist of 10 of the D students, 10 of the M students and all of the P students, with 7 additional students (from D and/or M) to make the overall sample up to 30.

(b) if a centre has no D students, 7 M students and 60 P students, the sample will consist of all of the M students and 23 of the P students.



File naming

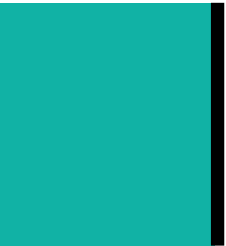
Name each file according to the following naming convention:

[centre #]_[candidate number #]_[surname]_[first letter of first name]_[grade]

Example: Joshua Smith with candidate number 7890 at centre 12345 would a

recording titled, '12345_7890_Smith_J_Merit'

Please ensure you include the grade achieved.



Frequently asked questions

1. Can a student make more than one attempt at their presentation?

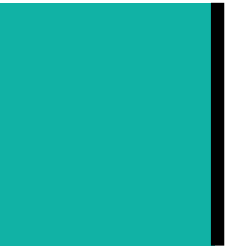
Yes, they can. They can have as many attempts as a teacher/school can facilitate.

2. Can a student use a PowerPoint presentation or notes?

Yes, they can, but PPTs are not necessary and presentations are often better without them.

3. How long should the presentation last?

A maximum of 10 minutes, including questions and answers. If students are assessed in groups, each student still needs to speak for around 10 minutes. **There is no minimum time**, but teacher must hear enough language to apply the marking criteria accurately.



Frequently asked questions

4. Does the teacher need to be part of the audience?

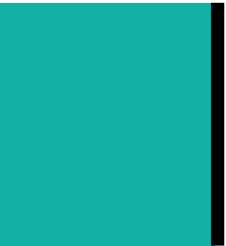
Yes, they do.

5. Can the audience be the teacher only?

Yes, but the presentation and dialogue should be designed in such a way that it could have a potentially wider audience than just one person (e.g. it replicates a television interview). A teacher-only audience offers less scope for the Q&A section.

6. Can I assess students remotely?

Yes. Please see the [remote assessment guidance](#).



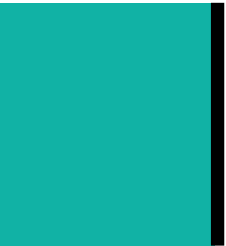
Frequently asked questions

7. Do I need to record all my students?

You need to record a sample of 30 students from across teaching groups (if you have a cohort of more than 30) or all your students (if your cohort is less than 30 students). **You should record more than 30 students** to ensure that you can make up the 10 P/10 M/10 D distribution.

8. Who chooses the sample?

You do. You are required to send 10 examples each of pass, merit and distinction for 4EA1/4EB1 or both if you have entries for both.



Frequently asked questions

9. What paperwork do I need to complete?

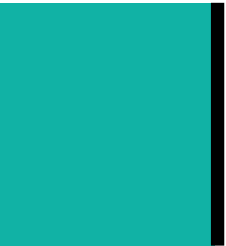
- 1 assessment record sheet per student

Upload to the LWT:

- Assessment record sheets for the students in the sample as 1 pdf to the 'administrative material' section.
- A print out of all SLE grades submitted on Edexcel online is useful for your monitor but not required.
- Recordings of students in the sample, uploaded individually against the names you have added on the LWT using the 'manage learners' button.

10. What will appear on students' Int GCSE English Language certificates?

'Spoken Language Endorsement' under the Int GCSE English Language result, with a grade of 'Not Classified', 'Pass', 'Merit', or 'Distinction'.



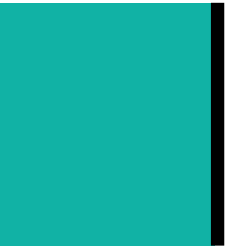
Frequently asked questions

11. How and when do I submit the grades and recordings?

By **15 May** for the May/June exam series and **5 November** for the November exam series. Edexcel Online (for grades) and the LWT (for the video-sample) open around one month before the submission deadlines. You cannot upload grades or recordings until the systems have been 'opened'. Please see the [submission guidance](#) and the support with [using the LWT](#).

12. Can students carry forward their SLE result if they resit 4EA1 or 4EB1?

Yes, they may (providing they achieve P, M or D). Enter students carrying forward using the correct entry codes. No other details are needed. Edexcel will contact your exams officer if we need further details to trace the previous grade. Students may only carry forward a SLE result from the same qualification.



Frequently asked questions

13. Can I 'dual use' a presentation for Int GCSE and FS L1/2?

The task requirements, marking criteria and timing requirements are different for these two qualifications. It's not possible to dual use an assessment/recording.

Contact

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