

Non-Examined Assessment (NEA)

Guidance for Exam Officers and heads of centre

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Contents

NON-EXAM ASSESSMENT (NEA)	3
INTRODUCTION	3
1.0 POLICIES AND PROCEDURES FOR NEA	4
1.1 SUPERVISING AND AUTHENTICATING	4
1.2 AVOIDING MALPRACTICE	5
1.3 TEACHER STANDARDISATION	5
1.4 INTERNAL STANDARDISATION	6
1.5 ANNOTATION	6
1.6 SUBMITTING MARKS	7
1.7 FACTORS AFFECTING INDIVIDUAL STUDENTS	7
1.8 KEEPING STUDENTS' WORK	7
1.9 MODERATION	8
1.10 AFTER MODERATION	8
2.0 SUBJECT SPECIFIC NEA INSTRUCTIONS	9
2.1 INTERNATIONAL GCSE ENGLISH LANGUAGE 9270 (SPEAKING ENDORSEMENT OPTION – 9270/S)	9

For information on conducting the International GCSE English as a Second Language, French or Spanish speaking tests, please refer to the [Conducting and returning OxfordAQA Speaking tests](#) section on our website.

NON-EXAM ASSESSMENT (NEA)

Non-exam assessment (NEA) refers to the elements of the specification that are marked by teachers and moderated by our associates.

INTRODUCTION

This document provides schools with information and guidance on conducting and administering NEAs.

We are committed to working with schools to deliver non-exam assessments of the highest quality and have developed practices and procedures that support this aim.

The list below provides a summary of these policies and procedures

- 1.1 Supervision and authenticating:
- 1.2 Avoiding malpractice
- 1.3 Teacher standardisation
- 1.4 Internal standardisation
- 1.5 Annotation
- 1.6 Submitting marks
- 1.7 Factors affecting individual students
- 1.8 Keeping students' work
- 1.9 Moderation
- 1.10 After moderation
- 2.0 Subject specific guidance

NEA currently exists in a number of our qualifications:

- International GCSE English Language
- International A-level English Language
- International GCSE English Literature
- International A-level English Literature
- International Extended Project Qualification (EPQ)
- International GCSE Design and Technology: Product Design (from May/June 2025)
- International GCSE Media Studies (from May/June 2026)
- International GCSE Plus endorsements

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1.0 POLICIES AND PROCEDURES FOR NEA

This section provides subject teachers, senior leaders and heads of school with a single, definitive source of policies and instructions for Non Exam Assessments.

1.1 SUPERVISING AND AUTHENTICATING

The head of the school is responsible for making sure that NEA is conducted in line with our instructions.

To meet our NEA requirements:

- **students** must sign the Candidate Record form (CRF) or production log to confirm that the work submitted is their own
- all **teachers** who have marked a student's work must sign the declaration of authentication on the CRF or production log. This is to confirm that the work is solely that of the student concerned and was conducted under the specified conditions
- teachers must ensure that a CRF or production log is attached to each student's work
- All teachers who have seen student's work should sign the Centre Declaration Sheet.

Students must have sufficient direct supervision to ensure that the work submitted can be confidently authenticated as their own. This means that schools must review the progress of the work during research, planning and throughout its production to see how it evolves.

School may provide guidance and support to students, so that they are clear about the requirements of the task they need to undertake and the marking criteria on which the work will be judged. Schools may also provide guidance to students on the suitability of their proposed task, particularly if it means they will not meet the requirements of the marking criteria.

When checking drafts of a student's work, schools must not comment or provide suggestions on how they could improve it. However, they can ask questions about the way students are approaching their work and they can highlight the requirements of the marking criteria.

If a student receives any additional assistance which is acceptable within the further guidance that is provided for this specification, schools should award a mark that represents the student's unaided achievement. Please make a note of the support the student received on the CRF and sign the statement. This will allow the moderator to see whether the student has been awarded an appropriate mark.

Once a student submits work for marking and it has been marked, the school cannot return it to the student for improvement, even if they have not received any feedback or are unaware of the marks awarded.

Further guidance on setting, supervising, authenticating and marking work is available through teacher online standardisation (T-OLS) on Centre Services.

1.2 AVOIDING MALPRACTICE

Please inform students of the regulations concerning malpractice.

They must not:

- submit work that is not their own
- lend work to other students
- allow other students access to, or use of, their own independently sourced material
- include work copied directly from books, the Internet or other sources without acknowledgement
- submit work that is word-processed by a third person without acknowledgement
- include inappropriate, offensive or obscene material.

These actions constitute malpractice, and a penalty will be given (for example, disqualification).

If the school identifies malpractice **before** the student signs the declaration of authentication, they don't need to report it to us. Please deal with it in accordance with your school's internal procedures. We expect schools to treat such cases very seriously.

If malpractice is identified **after** the student has signed the declaration of authentication, the head of centre must submit full details of the case to us at the earliest opportunity.

Schools must record details of any work which is not the student's own on the Candidate Record Form.

Schools should consult their exams officer about these procedures.

1.3 TEACHER STANDARDISATION

The purpose of Teacher Standardisation is to ensure teachers are providing consistent marking standards for all students.

We will provide support for using the marking criteria and developing appropriate tasks through teacher standardisation. This support may vary depending on the requirements of each specification.

In the following situations teacher standardisation is essential. We will send schools an invitation to complete teacher standardisation if:

- moderation from the previous year indicates a serious misinterpretation of the requirements
- a significant adjustment was made to the marks in the previous year
- your school is new to this specification.

There are a number of methods to support schools with teacher standardisation.

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NON-EXAM ASSESSMENT GUIDANCE

We have exemplar and standardising NEA material on our Teacher Online Standardisation (T-OLS) system available on [Centre Services](#).

In T-OLS, you can see sample work that's been marked by the Lead Moderator. Teachers mark it themselves, and then compare their marks with the marks and comments of the Lead Moderator. This will enable teachers to approach non-exam assessment (NEA) marking with confidence.

To access T-OLS:

1. log in to [Centre Services](#)
2. select Pre-exams > Teacher Online Standardisation from the list of services
3. select your Level > Subject > Component in the online standardisation system.

1.4 INTERNAL STANDARDISATION

Schools must ensure that they have consistent marking standards for all students. One person must manage this process, and they must sign the Centre declaration sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers marking some sample pieces of work or presentations to identify differences in marking standards
- discussing any differences in marking at a training meeting for all teachers involved
- referring to reference and archive material, such as previous work or presentations or examples from our teacher standardisation.

1.5 ANNOTATION

To meet the specification criteria, schools must show clearly how marks have been awarded against the marking criteria in the specification.

Your annotation will help the moderator see, as precisely as possible, where you think the students have met the marking criteria.

Work can be annotated using either or both of the following methods:

- flagging evidence in the margins or in the text
- summative comments, referencing precise sections in the work.

1.6 SUBMITTING MARKS

Different specifications may have different methods for mark submission. You will be informed of the mark submission process appropriate for the specifications your students wish to enter.

You should check that the correct marks for each of the marking criteria are written on the Candidate record form (CRF) or production log, and that the total mark is correct.

You will submit the centre marks in Centre Services, instructions can be found [here](#).

The deadline for submitting the total mark for each student is given in the relevant series timetable on the [Dates and Timetables](#) page of our website.

1.7 FACTORS AFFECTING INDIVIDUAL STUDENTS

For advice and guidance about arrangements for any of your students, please email us as early as possible at info@oxfordaqa.com

Occasional absence: schools can accept the occasional absence of students by making sure they have the chance to make up what they have missed. You may organise an alternative supervised session for students who were absent at the time you originally arranged.

Lost work: if work is lost schools must tell us how and when it was lost and who was responsible. Please refer to our *Policies and procedures for special consideration* document on the **Special Consideration** section of our website for information on how to apply for special consideration for lost work.

Access Arrangements: where students need special help which goes beyond normal learning support, please use the Candidate record form to tell us so that this help can be taken into account during moderation.

Students who move schools: students who move from one school to another during the course sometimes need additional help to meet the requirements. How you deal with this depends on when the move takes place. If it happens early in the course, the new school should be responsible for the work. If it happens late in the course, it may be possible to arrange for the moderator to assess the work as a student who was 'Educated elsewhere'.

1.8 KEEPING STUDENTS' WORK

Students' work must be kept under secure conditions from the time that it is marked, with Candidate record forms (CRFs) attached. After the moderation period and the deadline for Review of Moderation (or once any enquiry is resolved) schools may return the work to students.

1.9 MODERATION

A sample of NEA evidence will need to be sent to a moderator, this list of student work required will be shown in Centre Services. Detailed sampling arrangements for each NEA component/unit can be found on the [Non-Exam Assessment page of our website](#).

You must show clearly how marks have been awarded against the assessment criteria in the specification. Your comments will help the moderator see, as precisely as possible, where you think the students have met the assessment criteria. You must:

- record your comments on the Candidate record form (CRF) or production log
- check that the correct marks are written on the CRF or production log, and that the total is correct.

Once all your centre assessed marks have been submitted, a sample will be required. Work should be sent within 3 days of submitting centre assessed marks. A Centre Declaration Sheet should be completed and uploaded with the work to show us which teachers were involved in the process.

Guidance on submitting a sample online through Centre Services can be found [here](#).

A moderator will review the sample of evidence and compare this with the marks provided by the school to check whether any changes are needed to bring the marking in line with our agreed standards. Any changes to marks will normally keep the school's rank order but, where major inconsistencies are found, we reserve the right to change this.

1.10 AFTER MODERATION

We recommend that all schools keep a copy of the work which has been submitted to us.

Schools will receive a report when the results are issued, which will give feedback on the appropriateness of the tasks set, interpretation of the marking criteria and how students performed in general.

We will give schools the final marks when the results are issued.

2.0 SUBJECT SPECIFIC NEA INSTRUCTIONS

2.1 INTERNATIONAL GCSE ENGLISH LANGUAGE 9270 (SPEAKING ENDORSEMENT OPTION – 9270/S)

Students must undertake a prepared spoken presentation on a specific topic. As a guide, the duration should be no more than ten minutes.

The key requirements are:

- presentations must be formal but may take a wide variety of forms, including talks, debates, speeches and dialogues
- students must identify the subject for their presentations in advance and agree it with their teacher
- presentations must be planned and organised -students should be advised that lack of preparation is likely to prevent access to the criteria for the higher grades
- students may use pre-prepared notes, power-point etc to assist them during their presentations as part of, or following, the presentation, students must listen to and respond appropriately to questions and feedback
- where the audience is the teacher only, the presentation and dialogue must be designed in such a way that it could have a potentially wider audience than just one person (eg it replicates a television interview).

ASSESSMENT

No marks will be assigned to a student's performance – it will be assessed holistically as a grade, using a 'competency' basis on criteria which are provided below. Competency means that a student must hit all the criteria in one grade before moving on to the next. Students who do not reach the Pass standard must be recorded as Not Classified.

GENERAL CRITERIA

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NON-EXAM ASSESSMENT GUIDANCE

To be awarded a Pass, Merit or Distinction in the spoken language assessment a student must:

- be audible, and
- use Spoken Standard English which, for the purposes of the spoken language assessment, means that a student must be intelligible, and generally use language appropriate to the formal setting of the presentation.

Pass	Merit	Distinction
<p>The student:</p> <ul style="list-style-type: none">• Prepares for their talk• Is audible and intelligible• Expresses straightforward ideas/information/feelings• Makes an attempt to organise and structure their talk• Makes an attempt to interact with the audience• Listens to questions/feedback and provides an appropriate response in a straightforward manner• Generally uses appropriate spoken English	<p>The student:</p> <ul style="list-style-type: none">• Expresses challenging ideas/information/feelings• Organises and structures their talk clearly and appropriately• Interacts with and engages with the audience• Listens to questions/feedback responding in some detail• Demonstrates confident use of spoken English using a range of vocabulary	<p>The student:</p> <ul style="list-style-type: none">• Expresses sophisticated ideas/ information/feelings• Organises and structures their talk using an effective range of strategies to engage the audience• Listens to questions/feedback, responds perceptively and if appropriate elaborates with further ideas and information• Demonstrates assured and flexible use of spoken English using a sophisticated repertoire of vocabulary

In addition to the above and with respect to this endorsement:

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NON-EXAM ASSESSMENT GUIDANCE

- if it comes to light that a teacher has awarded a grade to a student who has not in fact carried out a presentation in the required manner, the head of centre will be asked to carry out an investigation of the circumstances and report to us. Results from some or all students at the school may be withheld
- standard published malpractice procedures apply.

TEACHER STANDARDISATION

We will provide support for using the marking criteria through standardising material. This will be available on our teacher online standardisation (T-OLS) on **Centre Services**.

INTERNAL STANDARDISATION

Schools must ensure that they have consistent marking standards for all students. One person must manage this process and they must sign the Centre declaration sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers marking some sample pieces of work or presentations to identify differences in marking standards
- discussing any differences in marking at a training meeting for all teachers involved
- referring to reference and archive material, such as previous work or presentations or examples from our teacher standardisation.

RECORDING THE PRESENTATION

Schools will have to provide to OxfordAQA a sample of their students' presentations. Further details about this are provided later in the document. You are advised to plan in advance where and when the audio-visual recording sessions will take place. Spoken Language assessments can take place at any time during the two-year course so long as the sample of audio-visual recordings is submitted by the deadline given in the relevant series timetable, on the **Dates and timetables** page on our website.

Audio-visual recordings should be conducted in an organised and structured way.

Organisation and file naming

Audio-visual recordings should be conducted in an organised and structured way. Each recording must contain the following information:

- 5 digit **centre number**
- component-code **9270-S**
- either:
 - a single 4 digit **candidate number**
 - multiple 4 digit **candidate numbers**, separated by a space
- description, which should include:

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NON-EXAM ASSESSMENT GUIDANCE

- candidate name (forename and surname)
- outcome of the spoken presentation (Pass, Merit or Distinction).
- file extension, as set by the application.

Each piece of information must be separated by an **underscore** “_”.

e.g. individual files:

92345_8700-C_0001_Joe Bloggs Pass.mp4
92345_8700-C_0005_Jane Doe Merit.mp4
92345_8700-C_0010_John Smith Merit.mp4

e.g. single file with multiple candidates:

92345_8700-C-0001 0005_Joe Bloggs Pass - Jane Doe Merit.mp4

Note: the first part of the filename (**CentreNo_Component-Code_CandidateNo_**) is used during the upload process to automatically tag (associate) the file with the candidate number specified.

Following this convention will make the process of uploading and submitting the samples a lot smoother and avoid needing to manually tag files to candidates.

The recording of each student's presentation, including questions and feedback from the audience, must be complete and unedited. Any proceedings at the beginning or end which are not part of the assessment should not be recorded or should be edited out.

All students should identify themselves and their school or college at the start of the recording by either holding an A4 written sign to the camera or by stating their name and centre.

Schools can make the recordings on any audio-visual recording device that they have available, including on webcams, video recorders and iPads. Each recording must be of a good quality; the image of the student must be stable and clear and any participants in the assessment, including the student and audience members, must be clearly audible. It is the school/college responsibility to ensure that the image and sound on each recording is of a good quality. Awarding bodies will not be able to verify the school/college assessment of Spoken language if the recordings submitted are of poor quality. To ensure good quality recordings, schools are advised to:

- check the quality of recording equipment in advance of conducting the recorded assessments
- stabilise the recording equipment
- position the recording equipment from an audience perspective so that the student and any support materials used in the presentation, such as PowerPoint or notes, are in view
- position the recording equipment close enough to the student and audience members so that speech is clear and audible
- remove any objects which may obstruct the image and/or sound of the recording
- conduct recordings in a quiet environment to reduce background noise.

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Supported video file formats
.flv .mp4 .mxf .gxf .ts .ps .3gp .3gpp .mpg .wmv .asf .avi .mkv .wav .mov

It's important that recordings are of sufficient quality for verifiers to identify students and assess their performance. However, schools/colleges should make efforts to avoid creating excessively large files as they may take a long time to upload

It is not necessary for the contents of any slide presentation to be visible in the video. This can be uploaded as a separate file with the sample.

Ways of minimising file size are:

- Record high-definition video at a resolution of 720p (1280x720) rather than 1080p (1920x1080). A resolution of 720p will result in files less than half the size of 1080p, usually with no significant impact on quality.
- If your video recorder permits other quality settings to be changed in addition to the resolution, it is often possible to significantly reduce file sizes while not significantly impacting quality.

Schools/colleges may choose to film each student in the sample in individual sessions or may film more than one student in a session. Schools/colleges that choose to record multiple students during the same session must ensure that the start and end of each individual assessment is clearly identified on the recording.

The Spoken Language assessment should be conducted as a formal exam session where possible. Mobile phones are not permitted, and no one should enter or leave the room during presentations. The audience, although they may respond as a normal audience, must not distract the presenter. Interruptions must be kept to a minimum.

Schools are encouraged to check the recordings when completed, to ensure that they can be played back. It is the school's responsibility to ensure that the recordings submitted for monitoring are accessible and contain all the evidence submitted for each student.

STORAGE

Audio-visual recordings must be stored electronically in a secure area on the school's network before being submitted.

SUBMITTING MARKS AND SAMPLES

The deadline for submitting the total mark for each student is given in the relevant series timetable, on the [Dates and timetables](#) page of our website.

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NON-EXAM ASSESSMENT GUIDANCE

Schools will also be asked to upload a sample of the presentations through Centre Services > Centre Mark Submission. You must keep a copy of all the recorded material.

A Candidate record form should be uploaded with the sample recordings for each candidate selected. Each school should complete one Centre Declaration Sheet.

SELECTING A SAMPLE FOR MODERATION

The sample to send to OxfordAQA is selected by the school. The recording of each student's presentation, including questions and feedback from the audience, must be complete and unedited.

Using their knowledge of students' likely performance, schools should select the sample following the guidance shown in Table 1 and in the footnotes. We recommend that schools aim to record slightly more than the minimum number at each grade to allow for students whose performance is awarded a higher or lower grade than the school had anticipated. However, a school whose sample at a particular grade is ultimately slightly smaller than the minimum specified in the table **is not** required to record further students to correct the sample.

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

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

⁺⁺ Example: if a school has 15 D students, 11 M students and 3 P students, all of these students will be in the sample.

⁺⁺⁺ Example:

- (a) if a school 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 school 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.

The moderator appointed by us will view some or all of a school's recordings.

Our [Detailed NEA sampling arrangements](#) will show step by step how to submit the sample.

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NON-EXAM ASSESSMENT GUIDANCE

AFTER MODERATION

Schools will **not** receive a report on the endorsement when the results are issued.

If there are concerns as a result of monitoring, the school will be provided with additional support through contact by an appointed adviser in the following academic year.

In the future, this may lead to enhanced monitoring arrangements which may include an earlier deadline for submission of assessments or a requirement to record the presentations of all students.

For any further queries, please contact info@oxfordaqa.com

Please note: We aim to respond to all email enquiries within two working days.

Our office hours are Monday to Friday, 8am – 5pm (UK time.)