

Onscreen assessment from Pearson

Summer 2023



Note re use of this deck

Designed for:

- Customers who already have some sort of awareness that we're doing onscreen
- Sharing with teachers and exams officers in the school to gain engagement
- Parents of students who will be taking onscreen assessments to reassure them

Designed to:

- Inform them that doing this could be easier than they think...
- Reiterate the benefits of doing so, including real-life testimonials from the pilot
- Remove the barriers to initial / immediate term interest

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what is available and why?
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think...
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Onscreen assessment: what's available – and why?



Summer 2024: what's available onscreen

From May/June 2024, all examinations for the following qualifications will be available as an onscreen assessment:

- International GCSE English Language A
- International GCSE English Literature
- International GCSE Business
- International GCSE Economics
- International GCSE History
- International A Level English Literature
- International A Level English Language

Summer 2024: what's available onscreen ctd.

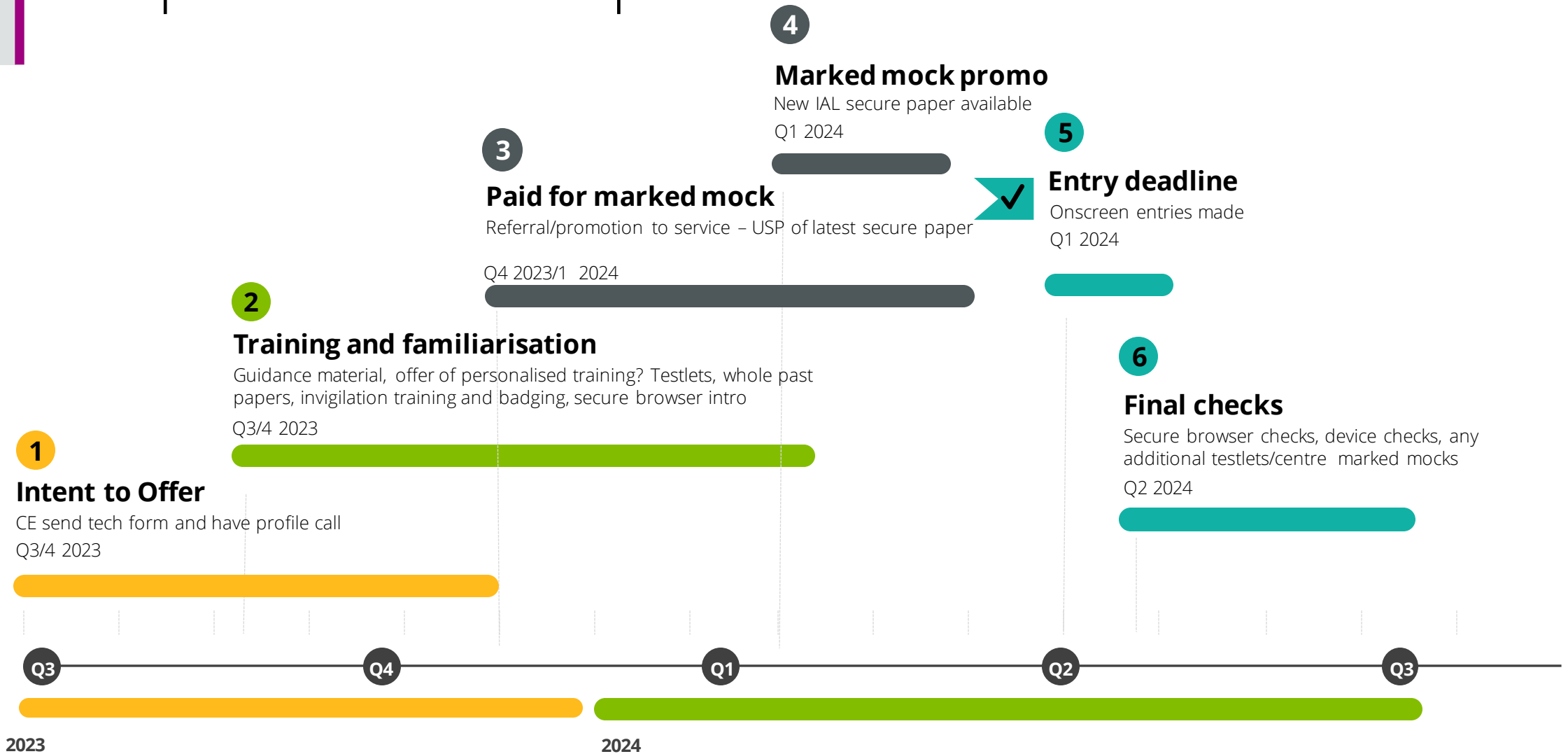
This is an **option** for those centres and candidates who wish to take advantage of the benefits of this authentic, future-ready form of assessment.

More than 600 students successfully sat their International GCSE English Language A examinations onscreen in summer 2022 in our pilot - and the feedback was phenomenal.

In 2023, entry numbers double for onscreen exams as thousands of students around the world have chosen to take their International GCSE exams onscreen not on paper.

Something your school is adopting? Making that jump is perhaps simpler than you think!

Proposed Roadmap



What exactly is the experience?

- The onscreen assessments are essentially the same as the paper-based assessments. The same questions are answered but the method of responding is different onscreen as candidates type their responses.
- Candidates will take their assessments at a centre, under exam conditions, working on devices. All devices need to be compliant with technology requirements. (Tablets cannot be used to sit mock and onscreen assessments at this time.)
- Range of tools available to support candidates including SEND students.

Device	Can be centre-owned?	Can be student-owned?	Requires installation* of secure browser?
Windows Laptop	Yes	Yes	Yes
MacBook	Yes	Yes	Yes
Chromebook	Yes	No	No – would need to be put in kiosk-mode

**This is not a requirement for running your mock exam, but we do recommend trialling the secure browser in at least one of your mocks so that you have experience of the set-up prior to the exam day.*

What exactly is the experience?

Active Assessments

✓ International GCSEs - English papers

English Language A - Component 1: Non-fiction Texts and Transactional Writing (Practice)

Assessment start window closes 3 hours from now

Mon, 17 October 2022 at 1:53 pm Practice assessment

30 hours 0 minutes

Sit assessment

Pearson Edexcel International GCSE

Sample assessment material for first teaching (September 2018)

Paper Reference: 4EA1/01

Time: 2 hours 15 minutes

English Language A

Component 1: Non-fiction Texts and Transactional Writing

Instructions

- Answer all questions in Section A.
- Answer one question from Section B.
- Answer the questions in the boxes provided.
- the boxes will expand to fit your answers.

Information

- The total mark for this paper is 90.
- The marks for each question are shown in brackets.
- use this as a guide as to how much time to spend on each question.
- Quality of written communication, including vocabulary, spelling, punctuation and grammar, will be taken into account in your response to Section B.
- Copies of the Pearson Edexcel International GCSE English Anthology may not be brought into the examination.
- Dictionaries may not be used in this examination.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Start

1 of 6 / 30:00:00

SECTION A: READING

Answer ALL questions in this section.
You should spend about 1 hour 30 minutes on this section.

Read this text.

Text 1: Ice Swimming in Tromsø

In the passage, the writer describes an experience he had in Tromsø, north of the Arctic Circle.



By the time we've found the right beach, the fire is already lit and it's burning beautifully. There's no clubhouse, as it turns out, just a circle of stones on the beach with this glorious blaze in the middle and gathered around it are a small group of hearty Tromsø Ice Swimmers. There were two men and two women, all in late middle age, all in enviably good condition to be honest (is this down to the Ice Swimming?), and all hilarious. 'Welcome!' they shout merrily.

I feel like our son Rex looks before he's got an important line in a school assembly: all puffy-faced and grey (he's a pupil not a headmaster). I do quite a lot of laughing rather too loudly. Then, suddenly, all of the things that have stood between me and the ice

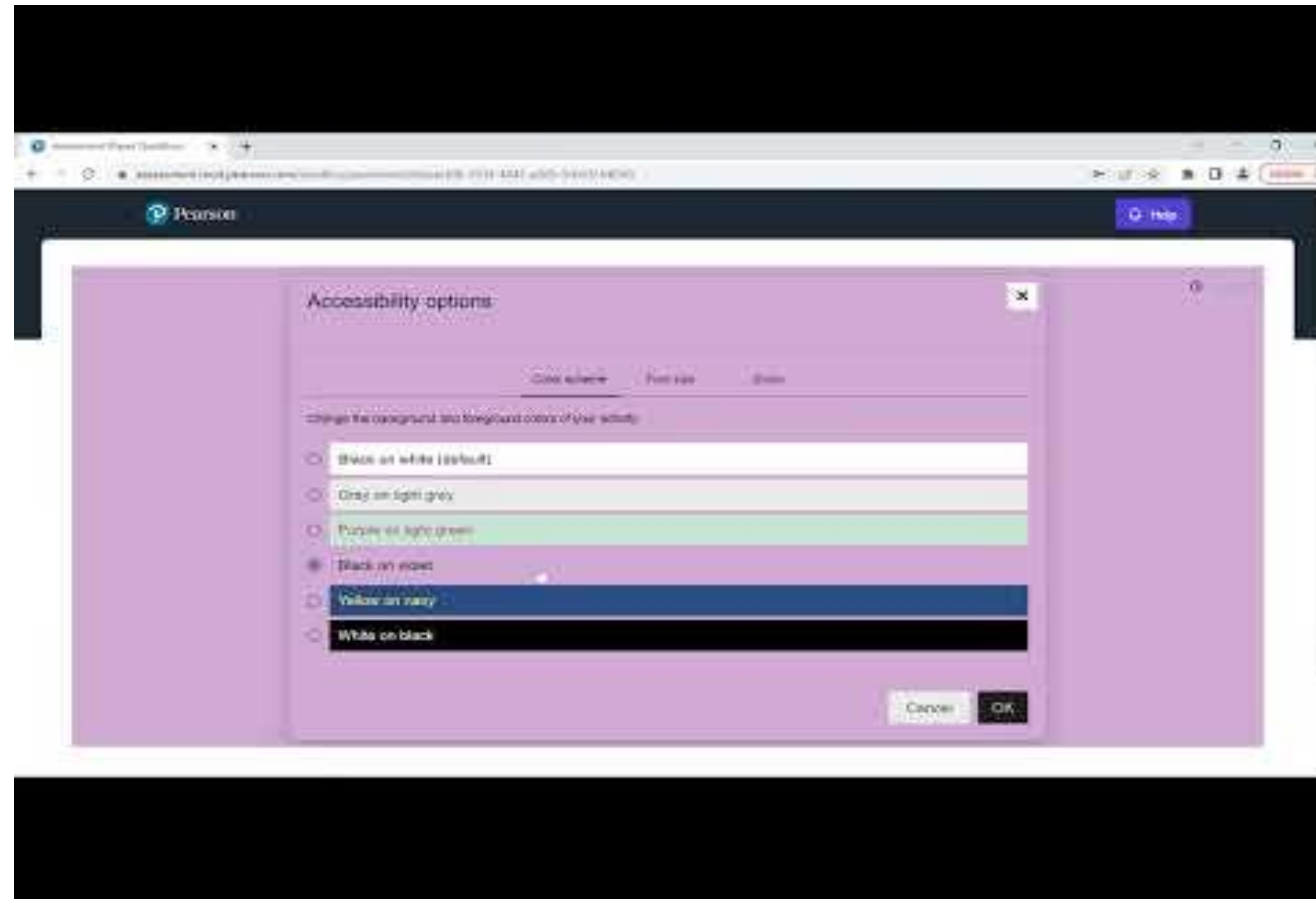
Question 1

From lines 1–10, select **two** words or phrases that describe the Tromsø Ice Swimmers. (2 marks)

Answer the question in the box provided.

0 Word(s)

What is the experience?



Why consider it?

Give your students more time to plan, more room to think, and more confidence to be brilliant

- Pilot students described the experience as genuinely enjoyable
- They referenced the increased quantity and quality of their response
- Engaging, inclusive tools allowed them to access the texts in a way they couldn't do on paper
- They felt freed from 'writer's cramp'!



"The quality of my answers is much better on screen than on paper. I can write a lot more using the keyboard"

"I felt more confident doing my English exam on-screen, it makes it easier to focus"

Why consider it?

Exams that work in the way your students do

- In education, we embrace technology sometimes through choice, sometimes necessity. On-screen assessment is not only a great choice, but a necessity for any schools who want to be prepared for the future.
- Technology is evolving, learning is evolving, and so is assessment.
- A more sustainable, paperless approach to assessment.



"We live in a technological world now and...education is moving in a particular direction that would suggest that exams will be online. We wanted to be ... one of the leaders in the country"

Michael Merrick, Associate Head of Secondary, Qatar International School

"I rely on computers in my daily life, so I was very relieved to do the exam on screen"

Omar Tamer Ali Mohamed, Qatar International School

Why consider it?

You can deliver this with confidence

- 90% of students who took their exams on screen want their school to continue doing it that way
- 100% of teachers who took part in the pilot are interested in using onscreen assessment for International GCSE English Literature
- The technology, processes and tools used stem from the successful worldwide delivery of millions of onscreen assessments in the last 10 years, in more than 115 countries



"To another teacher I would say trust the process and trust that Pearson will support you"

Michael Merrick, Associate Head of Secondary, Qatar International School

"It ran so smoothly and the students had no issues and the online invigilator platform worked fantastically well"

Samantha Roden, Head of English, Qatar International School

An even brighter future

We will continue to roll out onscreen assessments across a range of subject areas

- Our plan is to add more qualifications at pace to our offer
- Speaking with centres across the world now to get input on what should come next

This is a necessary step towards a more innovative future, with potential for

- Adaptive assessment
- When-ready testing
- Quicker results turnaround
- Remote invigilation: to future-proof exams, and provide for candidates in a variety of settings
- Ever more authentic experiences: virtual practical assessments, MFL speaking in the metaverse...

The logistics:
why it's easier
than you think
to embark on
this journey...



Opportunities to practice and prepare

This is a big shift for my staff and students. How would we get familiar with the platform and approach in time?

We understand that you and your students need to feel prepared for this shift to a different mode of assessment, and we're on hand to support you in the run-up to your first onscreen exams.

Step 1:

access onscreen Sample Assessment Materials within our Sandbox environment

You can register for Sandbox [here](#).

Step 2:

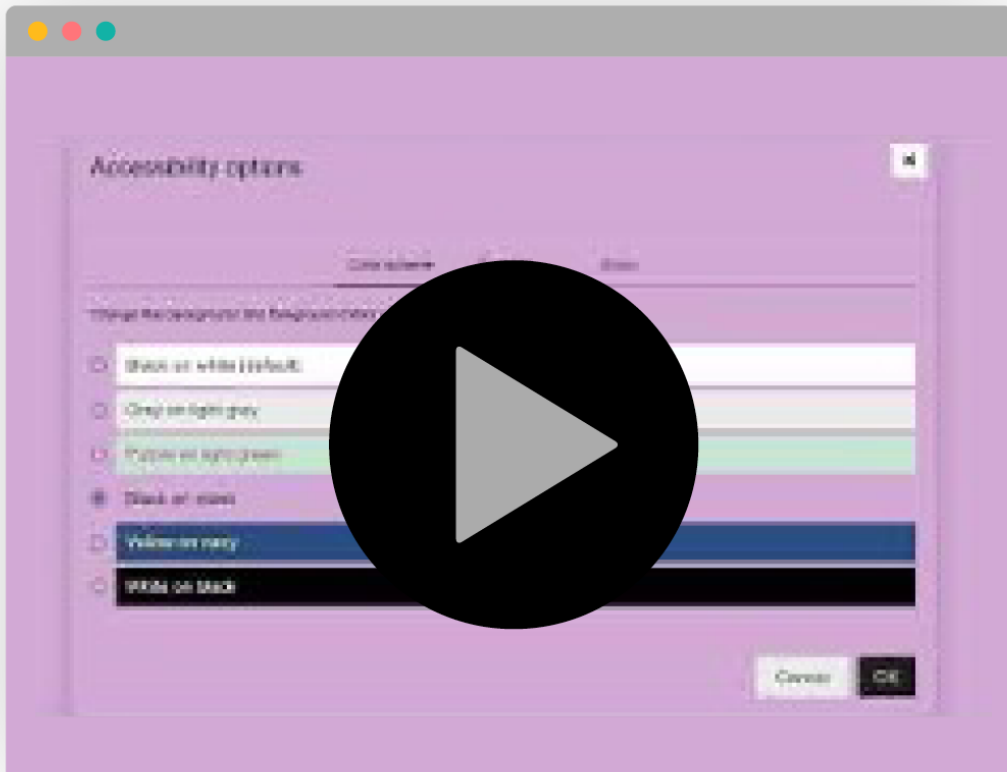
use our [Onscreen Mocks Service](#) to familiarise students under exam conditions

Centres entering for onscreen assessment are eligible for one free set of Mocks in their first year of entry.

Step 3:

our onscreen assessment team will be on hand throughout the run-up with guidance, tips and advice so that you are fully confident by the time of the exams

Give our [Sandbox](#) a go



You can access our Sample Assessment Materials using [Sandbox](#) so that your teachers and students can try out the onscreen platform experience. It's easy to register for an account, just go to "Don't have an account" and enter your email address as your UserID.

These materials are digitised in the same platform as the mock and high stakes onscreen exams and are a good opportunity for teachers and students to get to know the platform and functionality available.

Whilst the user experience mirrors what can be expected from the mocks and high stakes assessments, please note that any solutions submitted through the Sandbox environment by candidates will not be saved.

Sample Assessment Materials (SAMs)

Centres can access the various SAMs listed through our [Sandbox](#) environment online.

(You can register to have a look at this yourself too, just click on the link above, click on “Don’t have an account” > Enter your email address as your UserID > Wait for an automatic email to confirm your email address > Proceed to log in.)

[Pearson Assessment Platform: User Guide - YouTube](#)

These materials have been digitised in the same platform that the mock and high stakes onscreen exams will be and are a good opportunity for centre's teaching staff and students to get to know the platform and functionality available.

Whilst the user experience mirrors what can be expected from the mocks and high stakes assessments it is important to note that any solutions submitted through the Sandbox environment by candidates will **not** be saved.

- ✓ International GCSE - English Papers
- ✓ International GCSE - Mathematics papers
- ✓ GCSE Maths Diagnostic Assessment (Practice Set)
- ✓ GCSE - Modern Foreign Languages
- ✓ GCSE - English Papers
- ✓ International A-Level - English Language Papers
- ✓ International A-Level - English Literature Papers
- ✓ International GCSE - Business Papers (BETA version)
- ✓ International GCSE - Economics Papers (BETA version)
- ✓ International GCSE - History Papers (BETA version)

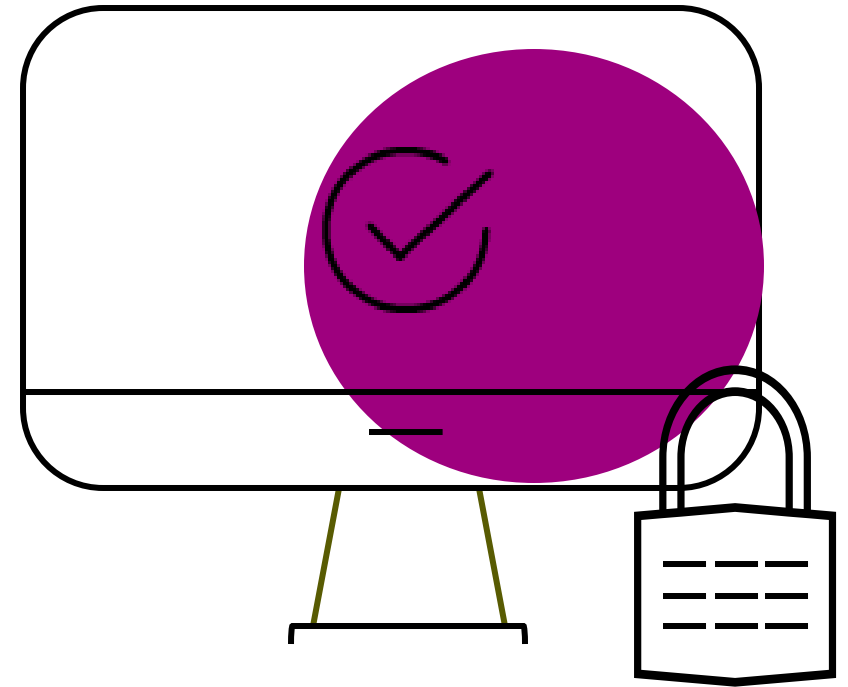
Onscreen Mocks Service

The Mocks Service provides schools and colleges with Pearson Edexcel International GCSE and A Level exam papers for use in mock examinations. The papers are sat by students, marked by Pearson examiners and the mock results are uploaded to ResultsPlus for item level analysis.

This is available onscreen for International GCSEs in English Language, English Literature and Mathematics.

Mocks are available on-demand within [our mocks windows](#) – find out more about when these are [on our website](#).

[Pearson Edexcel Mocks Service - YouTube](#)



Simple, flexible hardware requirements

What sort of devices are required, and how would we resource that for every student?

- Candidates can use computers and laptops to sit their mock and onscreen assessments.
- Windows and Mac devices **can be centre- or candidate-owned devices**, so long as they meet the requirements.
- All devices must run supported operating systems and the device must still be able to receive and install updates.
- Onscreen assessment is a highly-secure, **browser-based** system. It is compatible and tested with multiple browsers and operating systems (full list [here](#)).

Tablets cannot be used for mock and onscreen assessments at this time.

Technology requirements

Onscreen assessment is a highly secure, browser based system. It is compatible and tested with multiple browsers and operating systems. No additional install is required if only using the assessment player and related functionality.

OS/ Browser	Chrome	Firefox Latest Stable	Safari 10,11,12,13	IE 11	Edge Latest Stable
Windows	✓	✓	✗	✓	✓
MAC OS	✓	✗	✓	✗	✗
iOS	✓	✗	✓	✗	✗
Android	✓	✓	✗	✗	✗
Chrome OS	✓	✗	✗	✗	✗



IT Support & Contingency Measures

Centres will need to ensure that they are as prepared as possible to handle any technical issues that could arise on exam day.

Contingency arrangements are arranged on a centre-by-centre basis but it is always useful to remind a centre of the support they can put in place themselves, ahead of delivering an onscreen assessment:

- a **lead invigilator** - someone who is familiar with the Modulus platform and is up to date on latest guidance
- a **specialist invigilator** - someone with proven IT skills, experience in conducting onscreen assessments and can undertake basic troubleshooting actions if needed
- several 'spare' computers are available should a candidate need to work from another machine

It's also important that centres are aware that should the internet drop out during the assessment that candidates should continue with their exam and as soon as the internet connection is restored all their answers will be saved onto the system.

If the internet connection does not get restored, we will work with the centre on retrieving the candidate's work from their device so that it can be marked.



Secure browser installation

We have guidance regarding the installation and testing of the secure browser should centres wish to use this security feature when delivering their mocks.

It is only Windows devices that require the secure browser to be installed, Chromebooks can just be put into kiosk mode.

Whilst not a requirement of the onscreen mock delivery, centres are advised to trial the installation and use of the secure browser ahead of the live assessments.

Once candidates are logged into the Modulus platform through the secure browser, it is not possible to access the internet or any other programs (e.g. Word).

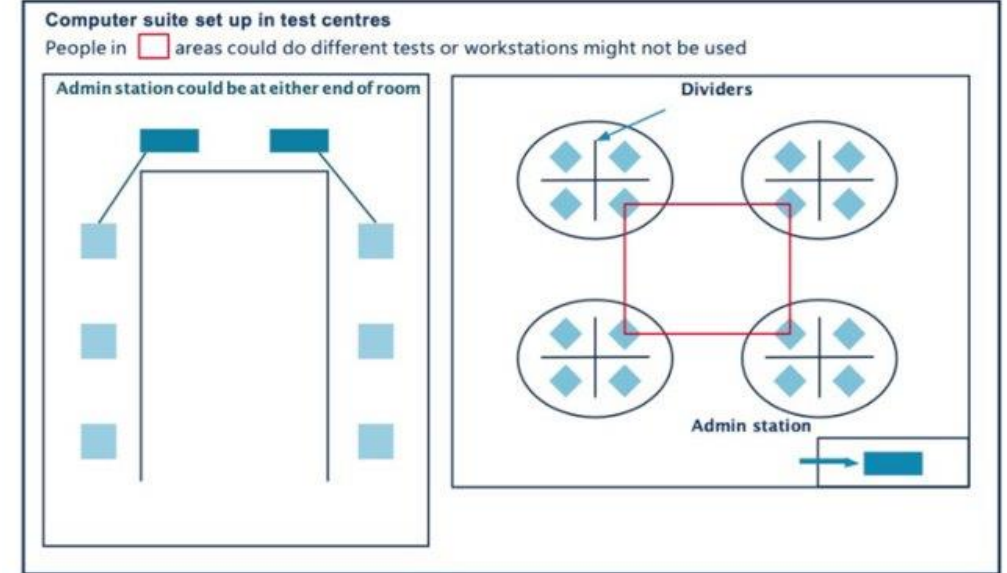
Setting up the exam hall

Is this going to complicate how I set up my exam hall and invigilation?

When planning the layout of the room, you must be sure no candidate's work can be seen by other candidates.

Considerations:

- a) the **distance** between screens - each workstation must be isolated by a **minimum** space of 1.25m (unless monitors are positioned back-to-back or separated by dividers or protected by privacy screens)
- b) the **division** of the workspace to allow any permitted additional materials to be used;
- c) the **use** of booths, screens or partitions, whether temporary or permanent;
- d) impact on **invigilation requirements**;
- e) **ratio** of invigilators.



Full and complete guidance will be provided ahead of the live exams and will be based upon JCQ guidance.

A highly secure system

How do I ensure that students aren't accessing other content on the device during the high stakes assessment?

- You will install our secure browser prior to the exam and run it on the day.
- This will prevent the device from accessing the wider internet or other applications during the exam.
- For Chromebooks, you do not need to download the secure browser, but you must have them set up in Kiosk-mode for the final exam.

What about identity management?

- Each candidate will have their own unique exam password information generated ahead of the exam. This must be stored securely and only given to candidates at the time of the exam.



Limited bandwidth demands

How much internet connectivity is required, and what happens if it cuts out?

- The assessment is downloaded onto each device at the start of the exam.
- As the whole assessment is then available, if connection is lost during the test, the candidate can continue to progress through the paper.
- The timer will continue to count down, and the test will end once the time is up.
- If the device cannot reconnect to upload the response, we will support centres in downloading a local save to send to us for marking.
- If there are any issues downloading the assessment at the allotted start time, we will work with you to delay the start until the issue is resolved.





Managing the exams in your centre

What about a blend of onscreen and paper exams?

If you want to run onscreen and paper exams together, how you run this is your choice. You may decide to run paper-based exams in a hall and onscreen in the computer lab or everyone in the hall with some candidates on laptops.

Where can I find more guidance?

We have published [guidance](#) for delivering onscreen mock exams and this will give you a good idea of our requirements for delivering high-stakes exams onscreen.

Our guidance will also be very similar to the JCQ Guidance and we will ensure you have all the guidance you need as part of the set-up phase.

School and student testimonials





The benefit of onscreen mocks

“The benefits of having the exam board mark the onscreen mocks, apart from the obvious huge weight off the shoulders of the teachers, was the external validation that we had for our students”

Jannine Gammond, Head of English,
British School of Bahrain



Streamline your exams

"This is the direction that we are moving in. [The exam] is extremely efficient, it is very easy to organize and manage, and it can streamline all of your examinations long term. It will be a very, very useful direction for your school to go on."

Michael Merrick, Associate Head of Secondary, Qatar International School



Boosts student confidence

"It's been excellent to see the students feel happy and confident in how the exam went and their performance because they've worked in a way that is more comfortable for them."

Wayne Ridgway, Head of Senior School, British School of Bahrain



More time to plan

"If I had the choice to take an exam on screen or on paper, I would definitely choose to take it on screen because I personally feel like I have much more time to plan and get my thoughts straight. And that makes my outcome of a much better quality."

Maya Almoataz, Year 11 Student,
British School of Bahrain

Joining us from
another
awarding
body?



Switching is easy

You can feel confident moving to Pearson Edexcel – our support speaks for itself

- Exam Wizard, with huge bank of past papers – Free
- Results Plus – Free
- Access to scripts
- Mocks Service
- Online Examinations

The logo for Results Plus, with 'Results' in orange and 'Plus' in blue.The logo for exam Wizard, with 'exam' in white and 'Wizard' in white with a black star above the 'i', all on a blue background.

**Want to switch to Pearson,
find out more [here](#)**

What do schools love about IG English Language A?

The Anthology makes it easier to prepare for the exam

- Exam questions are based on texts from the Anthology, with only one unseen text for students to respond to
- The Anthology is used for the coursework component; teachers do not have to source the texts themselves.

The comparison question builds an important skill and mirrors UK GCSE

- Comparing an Anthology text to an unseen text makes the question more accessible
- Making comparison a requirement supports students' progression to A Level

Papers split by text type with linked writing tasks make it easier for students to pick up marks

- Pearson questions are all 'reading into writing' and split by text type, meaning students do not need to repurpose one text type into another text type
- This also avoids long exams with the focus on writing, which can tire some students

The structure of the coursework is clear and concise

- One 30-mark essay using three anthology texts (with no separate commentary, which we have removed from the spec), plus one creative writing assignment

What do schools love about IG English Literature?

The comparison question builds an important skill, and mirrors UK GCSE

- The explicit comparison question uses poems from the Anthology; comparing an Anthology text to an unseen text makes the question more accessible
- Making comparison a requirement supports students' progression to A Level

The 40% coursework option feels more worthwhile, and is made easier to plan

- Students selecting a coursework route only take one examination
- There is no requirement to source coursework texts from outside the set text lists

Pearson's set texts are more consistent

- Pearson texts are subject to review over time, but we retain consistency to support teachers and do not make frequent changes to set texts.
- This means good-quality teaching resources can be retained and used for longer

There are more set text options with Pearson

- Pearson offer a choice of 11 texts across Paper 1 and Paper 2, with assessment on
 - 1 Modern Drama from a choice of 5 and,
 - 1 Literary Heritage text from a choice of 6

What do schools love about IG Business?

Focuses on real-life business scenarios covering large and small businesses

- Makes the content more engaging and relevant for students
- Real-life businesses used; Paper 1 focuses on small businesses and paper 2 on large businesses
- Demonstrates how the theory changed depending on business size

Candidates are familiar with the paper structure

- Paper structure is the same across both papers making the exam clearer for candidates
- Clear command words are used to highlight what is expected in each question

Broad and deep development of students' skills

- Students read sources to interpret and evaluate business information
- Respond appropriately to a range of question types including multiple-choice, short answer, data response and writing extended responses

Published resources that are directly linked to the specification

- Wide range of materials available including a student book, revision guide and revision workbook

What do schools love about IG Economics?

Relevant and up-to-date content

- Introduced some basic behavioural economics
- Develop an understanding of economic concepts and apply these to real-life situations
- Content includes multinational corporations, foreign direct investment and trading blocs.

Broad and deep development of students' skills

- Reading sources to interpret and evaluate economic information
- Respond appropriately to a range of question types including multiple-choice, short answer, data response and writing extended responses

Developing transferable skills valued by universities and employers

- Embedded transferable skills in the qualification and resources
- Teachers help students to develop these skills while they teach, and students are aware of the skills they are developing.

Published resources that are directly linked to the specification

- Specifically developed resources for international learners, with appropriate international content
- Chapters are mapped closely to the specification to provide comprehensive coverage

What do schools love about IG History?

Designed for international students

- Topic choices are diverse and international
- Covers a broad geographical spread
- Brand new topics focusing on modern history responds to what students prefer to study and builds an enthusiasm for the subject

Greater choice and flexibility

- No compulsory topics and no forbidden combinations
- Choose areas of study that you'll enjoy teaching and that will engage your students
- Allows centres to tailor KS4 work to dovetail with topics studied at KS5

Broad and deep development of students' skills

- Students will explain, analyse and make judgements about historical events and periods studied using second order historical concepts
- Use a range of source material to comprehend, interpret and cross-refer sources
- Analyse and evaluate historical interpretations in the context of historical events studied

Substantial and innovative teaching materials

- Deliver the syllabus effectively in order to achieve successful learner results
- Chapters are mapped closely to the specification to provide comprehensive coverage

What do schools love about IAL English Language?

Study of languages

- Study how other languages have affected the development of English and how English has developed outside of the British Isles

Students create their own texts

- One on unseen source texts linked to a single topic
- One where they are given a genre and then choose their own audience, purpose and context
- Carry out an independent research topic

Broad and deep development of students' skills

- Students will explain, analyse and make judgements about the texts studied and their understanding of the concepts
- Develop their skills as producers and interpreters of language
- Learn to work independently in the investigation of language

Progression

- Our qualifications enable successful progression to undergraduate courses worldwide

What do schools love about IAL English Literature?

Choice of texts

- A choice of two drama texts, one pre-1900 and one post-1900
- Study a selection of post-2000 poem as well as on post-2000 novel
- Unseen questions on post-1900 poetry and one prose theme
- Study of one pre-1900 literacy poetry movement

Shakespeare

- Study a Shakespearian play from a choice of Hamlet, King Lear, Measure for Measure and The Taming of the Shrew

Broad and deep development of students' skills

- Develop their cognitive skills in problem solving and critical thinking
- Broaden their communicative skills
- Learn to work independently and become more adaptable in different communication styles and the information they work with and produce

Progression

- Our qualifications enable successful progression to undergraduate courses worldwide

Your next steps



What else can I do?

- Find out more about our [onscreen mocks](#)
- Watch our [video walkthrough](#) of the onscreen experience
- Register to access our [onscreen sandbox environment](#)

Got more questions?

Have a look at our [frequently asked questions!](#)



Pearson