

Administrative Support Guide

Conducting oral examinations

GCE

GCE 2008

French, German, Italian, Russian, Spanish &
Urdu

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Introduction

This booklet provides guidance for Centres who will be entering candidates for GCE orals. This booklet must be read in conjunction with the Oral Training Guide available on the Pearson website. Oral examinations will be available for both AS and A2 Oral units.

Entry Options

	Unit 1: Spoken Expression and Response		Unit 3: Understanding and Spoken Response	
	Teacher conducted, externally assessed	Externally conducted and assessed	Teacher conducted, externally assessed	Externally conducted and assessed
French	6FR01/1A	6FR01/1B	6FR03/1A	6FR03/1B
German	6GN01/1A	6GN01/1B	6GN03/1A	6GN03/1B
Italian	6IN01/1A	-	6IN03/1A	-
Russian	6RU01/1A	-	6RU03/1A	-
Spanish	6SP01/1A	6SP01/1B	6SP03/1A	6SP03/1B
Urdu	6UR01/1A	-	6UR03/1A	-

Assessment options

Assessment option	Session	Notes
Teacher conducted/ Externally assessed 1A	Summer	<p>These are tests conducted by teachers at the Centre and sent to Pearson for assessing.</p> <p>At the beginning of April Centres will receive an attendance register and address labels for their allocated Examiners. Once tests have been conducted the CD/USB/memory stick, oral forms and completed attendance register must be sent to the Examiner using the address label.</p> <p>Where more than one teacher-Examiner will be conducting the oral tests, Centres are responsible for ensuring that internal standardisation of the conduct of the examination has taken place.</p>
Externally conducted/ Externally assessed (Visiting Examiner) 1B	Summer	<p>These are tests conducted by a Pearson visiting Examiner at the Centre and marked by the Examiner.</p> <p>A visiting Examiner is ONLY available for French, German and Spanish.</p> <p>A minimum of 10 candidates is required to request a Visiting Examiner.</p> <p>There will be a supplementary charge per unit per candidate. Details can be found in the Information Manual on the Pearson website.</p>

<p>London Centre Orals</p> <p style="text-align: center; font-size: 2em;">1A</p>	<p>Summer</p>	<p>Candidates are examined by an Edexcel Examiner at Edexcel offices in London.</p> <p>Candidates will be required to travel to London on a date allocated by Pearson. Travel expenses will not be reimbursed.</p> <p>There will be a supplementary charge per unit per candidate. Details can be found in the Information Manual on the Pearson website.</p> <p>Centres enter for the teacher conducted / externally assessed option and apply for Pearson London Centre Orals using the digital OR7 form, available on the Pearson website.</p> <p>This option is available for Russian, Italian, German, Spanish and Urdu ONLY.</p>
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Teacher Conducted, Externally Assessed - 1A (Option A)

Please ensure that:

1. The date you have chosen to conduct the oral tests is within the timetabled dates.
2. Oral forms have been photocopied and distributed to candidates. These are included in the appendices of this Handbook.
3. You look through each candidate's form and familiarise yourself with the context for each topic or issue.
4. The recording equipment has been checked to ensure that the tests will be recorded clearly. You should make and play back a brief test recording before starting. Adjust all controls to suitable levels for clear recording of the teacher-Examiner and candidate with minimum background noise. Place the recording device and/or microphone as close to the candidate as possible. If required, use an omni-directional microphone or two microphones: one for the candidate and one for the Examiner.
5. When submitting tests on CDs, that each oral recording is a separate track, so that Examiners can skip back and forth between recordings. All CDs must be clearly labelled with candidate name, number and Centre number. Please follow the convention shown 'unit number_Centre number_candidate name_candidate number' e.g. '6FR01_12345_Joe Bloggs_0012'. Pearson accepts recordings in the following formats: **.mp3** (at least 192 kbit/s), **.wav** and **.wma**.

Candidate assessments can be submitted on either a CD or USB memory stick. If Centres record the oral assessment in a different digital format (e.g. .m4a), **please convert the recording to one of the accepted formats**. Please ensure that all recordings are well labelled so that the Centre and candidates can be identified easily. It is advised that Centres keep a copy of all submitted recordings. If an Examiner requests a replacement, Centres will be required to send a further copy of the relevant assessment.

6. Oral assessments must only be recorded digitally. Unit 1 and Unit 3 tests must be recorded on/downloaded on to separate USBs/CDs.
7. A quiet room and waiting area are available for candidates. The oral examination room and the waiting area should be out of bounds to all persons except the Examiner and candidates waiting for, or engaged in, the oral tests.
8. You arrange to see all the candidates before the oral tests start to explain the procedure in English.
9. Late entry candidates have been added to the attendance register(s) – for appropriate units.
10. You do not make comments on their performance to the candidates or to others, as all personal data concerning candidates is confidential.
11. You do your utmost to put candidates at their ease. Try to create an atmosphere in which candidates feel that they have had every opportunity to perform to the best of their ability.
12. Mobile phones must **NOT** be brought into the examination room; even when switched off they may cause interference in the recording.

PLEASE NOTE THAT CASSETTES ARE NO LONGER ACCEPTED FOR ASSESSMENT.

Externally Conducted, Externally Assessed (Visiting Examiner) - 1B (Option B)

1. Centres must have enough candidates for Unit 1 and Unit 3 combined to make up the equivalent of 10 tests. This ensures a morning or afternoon of examining for the visiting Examiner. Where there is less than the equivalent of 10 tests altogether for these units, Centres must nominate a teacher-Examiner.
2. Visiting Examiners must not examine more than 15 tests in one day. Please agree the number of tests the Examiner will conduct in one day, prior to their visit.
3. Visiting Examiners will contact Centres in the latter part of March to discuss convenient dates. Candidates are expected to be available for the tests on the dates agreed by the Examiner and the Centre.
4. Centres are requested to be as flexible as possible when arranging the dates with the visiting Examiner. It will not always be possible to accommodate Centres who insist on a date in May.
5. Candidates will be required to complete oral form (OR1 and/or OR3). A new version of the oral forms for AS and A2 are available to download from the qualification page on the Pearson website.
<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels.html>
6. The original forms **MUST** be sent to the visiting Examiner at least three weeks before the scheduled tests. This information is vital for the Examiner to be able to conduct the tests.
7. The oral forms can also be found in the appendices of this document. Centres must photocopy these in the quantities required. Candidates must keep a copy of the completed OR3 form(s) for use during the test(s).
8. Centres must provide their own CDs/USB/memory sticks. These are returned to Centres once the Enquiry About Results deadline has passed.

Arranging the Oral Tests

1. The Visiting Examiner will contact you by to arrange a suitable date for the oral tests.
2. Centres should ensure there is a member of staff who will liaise directly with the Examiner in order to deal with any queries that the Centre or Examiner may have with regard to the arrangement of the oral tests. Under no circumstances may candidates contact the Examiner.
3. Centres must agree a schedule with the Examiner, taking into account school breaks and refreshment breaks for the Examiner.
4. In line with Pearson's new Child Protection Policy*, **Centres MUST ensure a responsible adult is available to act as a chaperone for each oral examination taking place.** The Examiner will not be able to conduct the test if another adult is not present.
5. Centres **MUST** ensure that a quiet room and waiting area are available. The oral examination room and the waiting area must be out of bounds to all persons except the Examiner, invigilator, chaperone and candidates waiting for, or engaged in, the oral tests.
6. The room provided must be large enough to accommodate three people comfortably, and where the candidate can be relatively unaware of the chaperone's presence.
7. **Oral assessments MUST only be recorded digitally.** Unit 1 and Unit 3 tests **MUST** be recorded/downloaded on to separate USBs/CDs.
8. The recording equipment should be checked to ensure that the tests will be recorded clearly.
9. The attendance registers must be handed to the Examiner at the start of the session.
10. The Examiner must have the opportunity to speak to all the candidates together at the beginning of each day or half-day session to explain the procedure in English.
11. Mobile phones must **NOT** be brought into the examination room; even when switched off they may cause interference in the recording.

Please note that the visiting Examiners have been instructed not to disclose the marks given or make comments on performance to candidates or to staff.

*** Pearson's Safeguarding Children Policy**

Pearson has developed a Safeguarding Children Policy to ensure that reasonable steps are taken to reduce, or prevent, the opportunities whereby harm, whether real or potential may occur to a child or vulnerable adult. It has been decided that Pearson staff or representatives of Pearson may never be placed in a situation whereby they are on their own in a one to one situation with a child or vulnerable adult. A situation that falls into this category are oral examinations conducted by a visiting Examiner. Centres are now required to ensure a responsible adult is available to act as a chaperone for each oral examination held. This adult does not need to be a language specialist.

Visiting Examiners will be advised not to conduct a test if they consider doing so will be in breach of this policy. If a visiting Examiner arrives at a Centre and a responsible adult is not available to sit in on the tests, the Examiner has been advised by Pearson to leave the Centre. A replacement Examiner will not be issued for a later date.

The Safeguarding Children Policy may be viewed at:
<http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-Centres-learners-and-employees.html>

Visiting Examiner Chaperone Guidelines

Centres must adhere to the following guidelines when arranging a chaperone for the visiting Examiner:

1. Chaperones must not be the language assistant who has prepared the candidates for this exam.
2. It is advisable that the chaperone does not speak the language which is being tested.
3. Chaperones must not undertake any activity that might serve as a distraction to the candidate, for example, moving around the room, turning newspaper or book pages noisily or unzipping bags.
4. Chaperones must not engage the Examiner in conversation as soon as the test finishes: the Examiner needs peace and quiet in order to make an assessment.
5. Chaperones must refrain from commenting on a candidate's performance when s/he has left the room or attempt to engage the Examiner in a conversation about the candidate's performance.

London Centre Orals

In Centres where the target language is not taught and cannot be examined, and an accessible Host Centre cannot be found, individual candidates can be entered to sit the exam at Pearson's offices in London. This is only possible in the summer session. Details of procedures will be communicated to Centres on submission of the [digital OR7 form](#) (click on link to view OR7 form).

It is essential that students sitting the oral tests at Pearson offices are aware of the format the tests will take and what is required of them. Centres wishing to enter candidates for the London Centre orals should fill in the OR7 form and return it by **the first week of February** to guarantee entry. **FORMS RECEIVED AFTER THIS DATE WILL NOT BE ACCEPTED.**

Oral window

Oral tests must be conducted within the following windows.

Summer (Oral Window)	Around 5-6 weeks each Spring, ending on May 15 each year.
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Host Centres

Centres sending candidates to a Host Centre where a teacher-Examiner is conducting the oral tests must ensure that all the relevant paperwork (Oral Forms and attendance registers) is at the host Centre on the day of the examination.

Centres sending candidates to a Host Centre to be examined by a Visiting Examiner must ensure that Oral Forms are sent to the Examiner well before the oral tests are to take place.

The candidates must still be entered through their own Centre, not the Host Centre.

'Native'/Non-taught Speakers and Individual Candidates

Centres are sometimes requested to enter candidates for languages that are not taught as part of the Centre's curriculum.

Centres should not enter 'native' speakers or individual candidates unless there is a member of staff willing to provide the necessary help and guidance for this option.

The oral tests require research and preparation by candidates and specific requirements are laid down in the Specification. All candidates should be made aware of these requirements in advance of the examination.

In Centres where the language is not taught, one of the following arrangements should be made:

- A nearby Centre where the language is taught should be contacted and asked to accommodate the candidates for the oral test.
- The candidate's private tutor should be asked to conduct the oral test(s). In this case the head of Centre should be satisfied that the tutor:
 - may be appropriately admitted to the Centre;
 - is suitably qualified and experienced in the subject;
 - is fully aware of the requirements of the oral test(s), including the security requirements;
 - can maintain clear lines of communication with the Centre as regards the practical arrangements for the oral test(s);
 - understands that Pearson cannot offer teacher-Examiners and tutors any financial remuneration.

Where there is no private tutor or nearby Centre, Centres may fill in the digital OR7 form to request a London Centre Oral exam, except for French.

Attendance Registers

1. Attendance registers, pre-printed with unit number, Centre details and candidates' names in candidate number order will be issued to Centres before the examinations begin.
2. Teacher-Examiners are required to complete the column headed 'For Invigilator's Use' on the right hand side of the attendance register. If a candidate is present at the examination, teacher-Examiners should score the lozenge 'P'. If a candidate is absent from the examination or has been withdrawn, teacher-Examiners should score the lozenge 'A', by inserting a single horizontal line through the appropriate box.
3. If a candidate is not shown on the attendance register but has been granted permission by Pearson to sit the test, he or she is to be entered in the next available space. If all candidates are absent or have been withdrawn, the attendance register must still be sent to the address provided.
4. The teacher-Examiner should sign and date the attendance register(s).
5. If an attendance register is not received by the Centre in time of the examination, please ensure that the recordings are stored in a secure place. Once the attendance register is received these should be submitted to Pearson as soon as possible (or by the deadline).

General Guidelines for Conducting Oral Tests

- Try to stimulate candidates to produce their best performance, taking them to their 'linguistic ceiling' but be careful not to press on with questions of a certain difficulty if it becomes clear that a candidate cannot cope at that level.
- Candidates' notes must be taken from them at the end of the test and kept in a secure place until Results Day.
- Your interventions (questions, brief statements, instructions, comments etc.) should always build on and develop flexibly what candidates have said. Never use a rigid, pre-determined sequence of prepared questions.
- Apart from the Unit 3 introduction, candidates should not be allowed to produce rehearsed speeches. They should be encouraged to speak independently and spontaneously. Candidates who regurgitate pre-learnt material should be deflected into a more productive mode.
- If candidates seek information or opinions from you, your reply should be minimal.
- The Centre number and the name of the teacher-Examiner should be announced at the beginning of the recording on each CD/USB. The name and number of each candidate should be announced before each test along with the name of the test e.g. Unit 1 French. Ensure that you do **NOT** use the pause button during the test.
- Mobile phones should **NOT** be brought into the examination room as even when switched off they may cause interference in the recording.
- Refer to the Oral Training Guide, available on the qualification pages of the Pearson website, for detailed guidance and exemplar material.

AS Unit 1: Spoken Expression and Response

Students are free to choose any of the four general topic areas, depending on their preference and interests. Unit 1 tests will be set on each of the four topic areas. The tests will be in the form of a short stimulus text in the target language. 15 minutes before the test students will be given one of the stimuli for the topic area they have chosen. Consult the sequence stipulated in the teacher-Examiner booklet as to which stimuli card each candidate will be given. **The tests must follow this sequence.**

The test should last between 8-10 minutes and should be divided equally between the two sections. If candidates complete the answers to the questions in Section A in less than four minutes, you should ensure that the discussion in Section B is extended, in order that the total test time is at least eight minutes.

Candidates may make notes, a maximum of one side of A4 paper, which they can refer to during the test. At the end of the test these notes must be taken from the candidate and kept secure until results day.

Section A

Begin by asking the four questions set by Pearson and printed in the teacher-Examiner material.

You must not **rephrase** or **expand** on these questions but they may be repeated, once.

Section B

In this section you must initiate a discussion about the general topic area chosen by the candidate. The specific topic of the stimulus may be used as a starting point for this discussion, but you must move away from this topic to more general discussion of the topic area and its linked subtopics.

You must not allow the candidate to recite large amounts of pre-learned material.

You should elicit from the candidate a range of functions, for example, narrate, explain, clarify, hypothesise, justify, speculate, describe.

Timing of the AS Unit 1 Test

The AS Unit 1 test should last between 8 and 10 minutes. Timing begins when the Examiners asks the first question.

The test time should be divided equally between Sections A and B. However, if students complete the answers to the questions in Section A in less than four minutes, the teacher/Examiner should ensure that the discussion in Section B is extended, in order that the **total test time is at least eight minutes**. Excess candidate material will not be assessed.

Choice of Unit 1 General Topic Area

Students must consider their free choice of general topic area for the AS level Unit 1 test very carefully. They should be advised to choose a general topic area which they have prepared and which they are ready to discuss in detail. It is anticipated that students from the same Centre will choose to prepare different general topic areas, in order to reflect the range of their individual interests. Some overlap of topic choice is however expected.

Students may use this assessment as an opportunity to compare and contrast different topics both from a UK perspective and from knowledge of a target language speaking country or countries. Students must inform the teacher-Examiner which general topic area they have chosen before the test via an Oral Topic Form (OR1). A one copy of which must be given to the teacher-Examiner (or visiting Examiner, if applicable) in advance of the examination.

Assessment of Unit 1 - Spoken Expression and Response

All oral tests must be sent to a Pearson Examiner to be assessed.

Candidates' overall performance will be marked out of 50, using the following mark grids:

Mark	Quality of language (Accuracy) (A03)
0	No rewardable language.
1	Isolated examples of correct language; pronunciation and intonation often impede communication.
2-3	Many basic errors, impeding communication at times; pronunciation and intonation erratic, not always comprehensible.
4-5	Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible.
6-7	Generally accurate but some errors in more complex language; pronunciation and intonation generally good.
8	Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.

Mark	Quality of language (Range of lexis) (A03)
0	No rewardable language.
1	Very basic lexis; minimal command of structure.
2-3	Lexis restricted; operates generally in simple sentences.
4-5	Adequate range of lexis; limited range of structures.
6-7	Good range of lexis with some examples of more complex structures.
8	Wide range of lexis and good variety of structures with only occasional limitation.

Mark	Response (A01)
0	No rewardable language.
1-4	Little spontaneity; cannot develop responses; very reliant on Examiner's language.
5-8	Few examples of spontaneous discourse; limited development of responses; often fails to respond appropriately to questions; needs prompting.
9-12	Some examples of fluent discourse but not always spontaneous or well developed; some hesitation in more complex areas; difficulty with some questions.
13-16	Frequent examples of spontaneous discourse ably developed; responds usually without undue hesitation; deals adequately with most questions.
17-20	High incidence of spontaneous, fluent discourse; able to respond readily to all questions; develops and sustains discourse well.

Mark	Understanding (Stimulus specific) (A01)
0	No understanding of stimulus.
1	Limited answers to prescribed questions, demonstrating poor understanding of stimulus.
2	Satisfactory answers to prescribed questions, demonstrating adequate understanding of stimulus.
3	Detailed answers to prescribed questions, demonstrating good understanding of stimulus.
4	Full and detailed answers to prescribed questions, demonstrating excellent understanding of stimulus.

Mark	Understanding (General topic area) (AO1)
0	No rewardable language.
1-2	Hardly any relevant ideas and opinions, demonstrating poor understanding of general topic area.
3-4	Few relevant ideas and opinions, demonstrating limited understanding of general topic area
5-6	Some relevant ideas and opinions, demonstrating satisfactory understanding of general topic area.
7-8	Many relevant ideas and opinions, demonstrating good understanding of general topic area.
9-10	Wealth of relevant ideas and opinions, demonstrating excellent understanding of general topic area.

Unit 1: Spoken Expression and Response

Marking guidance for oral Examiners

Tests that are too short

A test is too short if it is less than 7 minutes 30 seconds (this includes a 30 second tolerance).

Drop down one mark band to the corresponding mark across the following assessment grids:

- Quality of Language – Accuracy
- Quality of Language - Range of lexis
- Response

e.g.

4-5	Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible.
6-7	Generally accurate but some errors in more complex language; pronunciation and intonation generally good.
8	Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.

If a candidate would have scored 7 for Accuracy, they should be given 5, if they would have scored 6, they should be given 4. A similar adjustment should be made for Range and for Response. This will not affect the other assessment criteria 'Understanding – Stimulus specific' or 'Understanding – General Topic Area'.

Tests that are too long

Once the 10 minute mark has passed, the Examiner stops listening at the end of the next sentence/sense group.

Tests that do not move away from initial stimulus sub topic

Candidates are limited in the amount of marks they can score.

- 'Quality of Language - Range of lexis' – limited to a maximum of 3 marks
- 'Response' – limited to a maximum of 8 marks
- 'Understanding - General topic area' – cannot score more than 0

Spontaneity/Response

If a test appears to lack spontaneity in large part to the extent that significant sections *appear to have been pre-learned*, the mark for **Response** will be limited to a maximum of 8 marks. It may be that intonation is also impaired; however, poor intonation would not, on its own, suggest pre-learning.

Spontaneous use of language occurs when candidates use their knowledge of structures and lexis and apply it appropriately in response to unpredictable questions.

The unpredictability is created by the teacher/Examiner responding to the candidates' views to elicit development. Unpredictability on the part of the teacher/Examiner will facilitate a proper level of spontaneity.

Discourse

Discourse is a discussion where the candidate demonstrates the ability to interact within a subtopic. This means developing the subtopic area and exploring it in some depth.

Discourse describes the exchange of opinion and information on a subtopic between the candidate and the teacher/Examiner. In practice, this means that each participant addresses the points made by the other. The candidate and the Teacher/Examiner should respond appropriately to each other's input, whether that be a question, a comment, a remark. To reach the full range of the marking criteria there will be frequent examples of this level of discourse.

Development

Development means appropriately expanding on an idea and point of view. This can be in the form of justification, illustration, exemplification, clarification, comparison of the candidates' ideas and views.

- Please note:

Understanding – Stimulus specific should only be used to mark **Section A** of the oral test.

Understanding – General topic area should only be used to mark **Section B** of the oral test. Candidates should be able to demonstrate their knowledge about the GTA and express ideas and opinions relevant to their research.

When marking the oral exam, Examiners are advised to immediately allocate a mark for Section A, prior to allocating marks for the rest of the test (Section B).

It is important that the PE and team leaders can see clearly the justification for marks awarded and Examiners should note briefly on the OR1 form the reason for any caps which are applied in marking an oral test.

If a score of '0' is awarded for any of the assessment grids, the oral recording should be referred to your Team Leader.

A2 Unit 3: Understanding & Spoken Response

In this test, students will be rewarded for demonstrating the ability to understand spoken target language and to use it to explain, to clarify, to justify a point of view, to express opinions and to defend an argument. They will have to demonstrate knowledge of the issue they have chosen to discuss and will need to show evidence of wide-ranging reading and research into this issue.

Students will introduce the issue they have chosen for up to one minute, after which the teacher-Examiner will facilitate debate on this issue for up to a further four minutes.

After debate on this first chosen issue, the teacher-Examiner must introduce at least **two further issues** for discussion. Students must **NOT** know in advance of the test which further issues the teacher-Examiner will choose for discussion: ***these must be unpredictable elements of the test.***

It is in the students' interest for teacher-Examiners to cover a range of issues for discussion, in order that students can demonstrate both the breadth and depth of their knowledge and linguistic competence.

As students will be rewarded for the ability to understand and respond to the spoken language, it is important that the teacher-Examiner's questions are sufficiently challenging to allow the candidate to access the full range of marks for *Comprehension and Development*. If the teacher-Examiner's questions are not sufficiently complex and challenging, students' opportunities to score high marks in this area of assessment will be constrained.

Timing of the Unit 3 test

The A2 Unit 3 test should last between 11 and 13 minutes.

The initial issue (chosen by students before the test) should be debated for up to five minutes in total.

Students should introduce the issue for about one minute before debate begins, and the teacher-Examiner should interrupt students if this introduction exceeds about one minute. This introduction is followed by up to four minutes' debate on this issue. The rest of the test (six to eight minutes) is for discussion of at least two further issues, chosen by the teacher-Examiner. Students will not know in advance of the test which issues the teacher-Examiner will introduce for discussion. This time does not have to be divided precisely between these further issues, but care should be taken to ensure that students have the opportunity to discuss at least two further issues in detail. Excess material will not be assessed.

Teacher-Examiners must ensure that the unpredictable issues in this unit are linked to the general topic areas described in the specification. All students at A2 will be expected to have covered most of the seven general topic areas to some degree, and students who are able to demonstrate good knowledge of any of these areas should be rewarded accordingly. Teacher-Examiners should not require the candidate to produce any very detailed or specialised knowledge in the follow-on unpredictable discussions.

Choice of Unit 3 Issue

Students should choose an issue which they are prepared to research in depth and which is suitable for debate. Students must take a definite stance on the issue and maintain this during their assessment. There is no requirement in the A2 Unit 3 oral test for students to demonstrate knowledge of countries and contexts in which the target language is spoken, though of course they are free to do so.

Students have a completely free choice of the issue they wish to debate; it does not have to relate to any of the AS or A2 general topic areas.

As students have to indicate a stance on the issue they have chosen, they would be well advised to consider carefully the way in which the issue for discussion is phrased. It is often useful to use a statement beginning '*I think that ...*' or '*In my opinion ...*' in order that the stance taken is clear.

Examples of suitable issues, making the stance clear are, '*I think that university education should be free to all students*', or '*In my opinion, the ban on smoking in public places is wrong*'. Please note that these are given only as an indication of the sort of possible issues and stances that students might consider.

Students must complete an **Oral Chosen Issue form (OR3)** in advance of the test, on which they must write a brief statement about the chosen issue. A copy of this form must be given to the teacher-Examiner before the test. Students can take a copy of this form into the examination and may refer to this at any point during the test. The Oral Chosen Issue form (OR3) must be sent with the recording to the Examiner.

Assessment of Unit 3 – Understanding and Spoken Response

All oral tests are externally assessed by a Pearson Examiner.

Candidates' overall performance will be marked out of 50, using the following mark grids:

Mark	Response (A01)
0	No rewardable material.
1-4	Minimal incidence of spontaneous discourse; very limited range of structures; no use of abstract language.
5-8	Limited incidence of spontaneous discourse; limited range of lexis and structures; very little evidence of abstract language.
9-12	Satisfactory incidence of spontaneous discourse; range of lexis and structures adequate with some ability to handle language of abstract concepts.
13-16	Frequent examples of spontaneous discourse; good range of lexis and structures; good use of abstract concepts.
17-20	Very high incidence of spontaneous discourse; impressive range of lexis and structures.

Mark	Quality of Language (A03)
0	No rewardable material.
1-2	Very flawed language, often impeding comprehension; pronunciation and intonation very inauthentic.
3	Basic errors, impeding comprehension at times; pronunciation and intonation erratic.
4	Accuracy variable with some basic errors; pronunciation and intonation generally good with some lapses.
5	Good level of accuracy with occasional, usually minor, errors; good pronunciation and intonation.
6-7	Highly accurate; excellent pronunciation and intonation.

Mark	Reading and research (A02)
0	No rewardable material.
1	Scant evidence of any reading and research into the chosen issue and other topics discussed; very superficial.
2-3	Little evidence of reading and research into the chosen issue and other topics discussed; obvious gaps and very little detail.
4	Adequate evidence of reading and research into the chosen issue and other topics discussed but overall lacks breadth and detail; somewhat inconsistent.
5-6	Good to very good evidence of wide reading and research into the chosen issue and other topics discussed with occasional gaps; some pertinent detail at times.
7	Excellent evidence of in-depth and very wide reading and research into the chosen issue and other topics discussed; excellent detail.

Mark	Comprehension and development (A01)
0	No rewardable material.
1-4	Minimal comprehension; many basic question forms unknown; minimal development.
5-7	Limited comprehension; basic question forms generally known but little beyond; limited development of resources.
8-10	Adequate level of comprehension; responds appropriately to basic question forms but experiences problems with more complex question forms and structures; adequate development.
11-13	Copes with a variety or wide variety of question forms although more complex forms pose problems at times; generally good to very good development of responses.
14-16	Excellent level of comprehension; responds at a consistently high level to a wide range of complex and challenging question forms; excellent development.

Unit 3: Understanding and Spoken Response

Marking guidance for oral Examiners

Tests that are too short

The timing of the test begins the moment the candidate starts the presentation.

A test is too short if it is less than 10 minutes 30 seconds (including a 30 second tolerance).

Drop down one mark band to the corresponding mark across the following assessment grids:

- 'Response'
- 'Comprehension and Development'

e.g.

5-8	Limited incidence of spontaneous discourse; limited range of lexis and structures; very little evidence of abstract language.
9-12	Satisfactory incidence of spontaneous discourse; range of lexis and structures adequate with some ability to handle language of abstract concepts.
13-16	Frequent examples of spontaneous discourse; good range of lexis and structures; good use of abstract concepts.

If a candidate would have scored 12 for Response, they should be given 8, if they would have scored 9, they should be given 5. A similar adjustment would be made to the mark for Comprehension and Development. This adjustment should not be applied to marks for Quality of language or Reading and Research.

Tests that are too long

Once the 13 minute mark has passed, the Examiner stops listening at the end of the next sentence/sense group.

Tests that do not have a debatable or defensible issue

e.g. where the candidate does not present or defend a definite stance, or the teacher-Examiner fails to give the candidate an opportunity to justify their opinions.

- Candidates will be limited to scoring a maximum of 4 for 'Reading and Research'.
- This may affect the marks given for 'Comprehension and Development'.

Tests that do not move away from initial issue/topic

e.g. further unpredictable areas of discussion are not covered and/or a monologue.

- Candidates are limited in the amount of marks they can score. Please see the grids.

Response	
Only one unpredictable area discussed	No more than 12 marks
No unpredictable areas discussed	No more than 8 marks

Reading and research	
Only one unpredictable area discussed	No more than 4 marks
No unpredictable areas discussed	No more than 3 marks

Comprehension and development	
Only one unpredictable area discussed	No more than 10 marks
No unpredictable areas discussed	No more than 7 marks

Spontaneity/Response

A performance which is, in the marker's view, *largely* recited, and demonstrates *very little* spontaneity as well as impaired intonation may suggest pre-learning. If the Examiner believes that a test has been pre-learnt then the mark for **Response** will be limited to 8, irrespective of use of lexis/structure/abstract language.

A pre-learnt test may also affect the mark given for **Comprehension and Development** if it does not permit a natural and logical interaction.

It is important that the PE and team leaders can see clearly the justification for marks awarded and Examiners should note briefly on the OR3 form the reason for any caps which are applied in marking an oral test.

Spontaneous use of language arises from manipulating the reservoir of structures and lexis they have acquired in preparing for the examination in response to the unpredictable nature of the discussion as it unfolds. The unpredictability is created by the teacher/Examiner picking up on a remark and probing for greater clarity or further explanation or opinion.

Discourse

Discourse is a discussion where the candidate demonstrates the ability to interact on an issue. This means developing the line of argument and exploring it in more depth.

Discourse describes the exchange of opinion and information on an issue between the candidate and the teacher/Examiner. In practice, this means that each participant addresses the points made by the other. The candidate and the Teacher/Examiner should respond appropriately to each other's input, whether that be a question, a comment, a remark. To reach the full range of the marking criteria there will be frequent examples of such discourse.

Challenge

Evidence of challenging questions is required to demonstrate that candidates have engaged in discussion and debate at an appropriate intellectual level for A2.

In the first part, there must be evidence that the teacher/Examiner has confronted the points of view presented by the candidate. In the second part, there must be evidence of opportunities for candidates to demonstrate their full understanding of the issues.

Development

Development means appropriately expanding on an idea and point of view. This can be in the form of justification, illustration, exemplification, clarification, comparison of the candidates' ideas and views.

If a score of '0' is awarded for any of the assessment grids, the recording should be referred to your Team Leader.

After conducting the oral tests

1. Check that all candidates have been recorded. It is advisable to re-run the closing moments of each recording before each candidate leaves the room in order to verify the recording. Any candidates who have not been recorded must re-sit the examination **immediately**. If candidates cannot be heard, no marks can be awarded. For Unit 1 candidates must **re-sit** the examination **using a different stimulus card**.
2. Check that all CDs/USB/memory sticks have been clearly labelled with:
 - the language and unit code
 - the number of the Centre
 - the names and numbers of the candidates in the order in which they have been recorded
 - the name of the teacher-Examiner
3. Send the CDs/USB/memory sticks, oral form and the top two copies of the attendance register to the designated Pearson Examiner (the address label is on the register). Retain the bottom copy of the attendance register.
4. If the attendance register has not arrived by the time the oral tests have been completed, Centres are advised to lock up all oral materials securely until it is received.

Feedback Procedures

The oral forms (OR1 and OR3) have been designed to allow for comment on each candidate's performance. Unfortunately, we cannot provide any further detailed feedback on candidate and Centre performance. Centres are advised to consult the Examiners' Report which is published on the Pearson website. Further training is provided by the extensive range of courses run by the Training from Pearson team. Details of this can be found on the Pearson website.

<http://qualifications.pearson.com/en/support/training-from-pearson-uk.html#step1>

Oral forms and recordings will be held at Pearson's Processing Centre. Before the deadline for Enquiries About Results (EAR), Examiner-completed oral forms (OR1/OR3) will be available for a fee via the Access to Scripts service. Forms and recordings will be returned to Centres free of charge after the deadline for Enquiries About Results has expired.

Please check the Information Manual (sent to all Examinations Officers) for information regarding dates and fees.

Appendix – forms

SUMMARY OF FORMS

FORMS	PURPOSE	DATE FOR DESPATCH	DESPATCHED TO
OR1 FORM	Record of candidate details plus general topic area chosen and stimulus used. Pearson Examiner records marks and give feedback on conduct of the test	Visiting Examiners should be in receipt of the form at least 3 weeks before the test date.	The Pearson Examiner
OR3 FORM	Record of candidate details plus issue chosen. Pearson Examiner records marks and give feedback on conduct of the test	Visiting Examiners should be in receipt of the form at least 3 weeks before the test date.	The Pearson Examiner

OR1 - Oral topic form



ORAL FORM - UNIT 1: SPOKEN EXPRESSION AND RESPONSE
GCE Modern Foreign Languages - French, German, Italian, Russian, Spanish and Urdu

A copy of this form must be given to the examiner in advance of the examination

Centre Name	Centre No.
Candidate Name	Candidate No.
Subject	Subject No.

General Topic Area Stimulus No:

I declare that the oral examination has been carried out without assistance other than that which is acceptable under the scheme of assessment I also agree to oral examination being used to support professional development, on-line support and training of both teacher-examiners and Edexcel examiners	(Candidate)	Date	
	(Teacher-examiner)	Date	

For Edexcel examiner's use only

Administration

OR1 Form correctly completed Yes / No
Recording sufficiently clear? Yes / No

Conduct of Test (please tick relevant boxes)

Test conducted in accordance with the admin support guide
Test not conducted correctly in accordance with the admin support guide

Additional information (please tick relevant boxes)

- Timing too long
- Timing too short
- Incorrect stimulus used
- Too much time spent on Section A
- Questions have been rephrased in Section A
- Section B not a discussion
- Discussion did not move away from stimulus
- Further questions not appropriate
- Please refer to the specification and marking principles

General comments, if any

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Unit 1: Spoken Expression and Response marks

Quality of language		Response	Understanding		Total
Accuracy	Range of lexis		Stimulus specific	General topic area	
/8	/8	/20	/4	/10	/50

Team Leader's use only

Quality of language		Response	Understanding		Total
Accuracy	Range of lexis		Stimulus specific	General topic area	
/8	/8	/20	/4	/10	/50

Edexcel examiner name	Signature	Date

Please refer to the Edexcel website for additional information and training opportunities

ORAL FORM - UNIT 3: UNDERSTANDING AND SPOKEN RESPONSE

GCE Modern Foreign Languages - French, German, Italian, Russian, Spanish and Urdu

Centre Name	Centre No.
Candidate Name	Candidate No.
Subject	Subject No.

The candidate must indicate their stance in the target language. A copy of this form must be given to the examiner in advance of the examination

Candidates must indicate their stance/standpoint on the issue (*i.e. I am in support of, I disagree with...*)

I declare that the oral examination has been carried out without assistance other than that which is acceptable under the scheme of assessment I also agree to oral examination being used to support professional development, on-line support and training of both teacher-examiners and Edexcel examiners	(Candidate)	Date	
	(Teacher-examiner)	Date	

For Edexcel examiner's use only

Administration

OR3 Form correctly completed Yes / No
 Recording sufficiently clear? Yes / No

Conduct of test (*please tick relevant boxes*)

Test conducted correctly
 Test conducted incorrectly
 Timing too long
 Timing too short

Additional information (*please tick relevant boxes*)

Chosen issue not outlined
 Definite stance/standpoint not adopted
 Opinions were not defended or justified
 Spontaneous discussion was not initiated
 Unpredictable areas of discussion not explored
 Please refer to the specification and marking principles

General comments, if any

Unit 3: Understanding And Spoken Response marks

Response	Quality of language	Reading & Research	Comprehension & Development	Total
/20	/7	/7	/16	/50

Team Leader's use only

Response	Quality of language	Reading & Research	Comprehension & Development	Total
/20	/7	/7	/16	/50

Edexcel examiner name	Signature	Date

Please refer to the Edexcel website for additional information and training opportunities:

