Pearson is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Pearson’s centres receive the support they need to help them deliver their education and training programmes to learners. For further information, please visit Pearson Qualifications page on our website.

If you have any subject specific questions about the content of this Administrative Support Guide that require the help of an assessment specialist, please contact languagesassessment@pearson.com. During the oral window, centres must not email Pearson quoting the confidential content of the speaking test materials.

For all teaching support, or subject specific queries, please contact teachinglanguages@pearson.com.

Please note that we have taken into consideration feedback we received from centres in 2019 and updated this guide accordingly.
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What has changed from last year?

- Centres do not need to submit Oral Forms (OR4) to the Examiners.
- Candidate Authentication Sheets for AS (CS3) and A Level (CS4) have been updated.
- Independent Research Project form (RP3) has been updated.
- Oral packs can be opened three days before the start of the window.
- Candidate recordings must be sent to the Pearson-appointed examiner within 3 working days of the exam completion.
- Centres must keep copies of candidates’ recordings.
- We now offer visiting examining for Chinese.
Introduction

This booklet provides guidance for centres entering candidates for GCE AS and A Level French, German, Spanish, Italian, Russian and Chinese oral examinations (paper 3).

Oral examinations will be available for both GCE AS and A Level. The timetabled oral examination window scheduled between 1st of April 2020 and 25th of May 2020 can be found in the information manual, available on the Pearson website. All examinations must be conducted within this scheduled period.

Entry Options

The new GCE qualifications no longer require students to be entered for individual papers.

<table>
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Assessment options

<table>
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<tr>
<th>Assessment Option</th>
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<tr>
<td>Teacher conducted/ externally assessed (Pearson)</td>
<td>Summer</td>
<td>Paper 3 speaking assessments are conducted by Teachers/Examiners at the centre and sent to a Pearson-appointed examiner for assessing. At the beginning of April, centres will receive an attendance register and address labels for their Pearson-appointed examiner. Once the speaking assessments have been conducted, the CD/USB/memory stick, completed attendance registers, Candidate Authentication Sheets and signed Independent Research Project forms (A Level only) must be sent to the Pearson-appointed examiner using the address label. Where more than one Teacher/Examiner will be conducting speaking assessments, centres are responsible for ensuring that internal standardisation of the conduct of the examination has taken place.</td>
</tr>
</tbody>
</table>

Consortium arrangements

Candidates from different centres may be taught and assessed together, but entered through the centre at which they are enrolled. In such cases, you will need to let us know that your centres wish to be treated as a consortium. You can do this by submitting the online form, accessed via the Centre Admin Portal (CAP).

Pearson need to be aware that you are working as a consortium centre in order to allocate the same examiner to all centres covered by the arrangement. Students must be entered by their ‘home’ centre but their work must be submitted by the teacher/centre assessing the work. Please be aware that if you have students that are entered at your centre but for any reason cannot complete their oral examination at the same centre, the consortia guidelines must still be followed – this is not a transferred candidate.

For more information on consortium arrangements, please refer to JCQ guidance document.
Preparation for the exam

Teachers may open the materials up to three working days before the oral window opens. This time does not include weekends so if, for example, an exam is scheduled for a Monday then materials can be opened on the previous Wednesday.

Exam papers must be kept securely and confidentially before and during the oral window. For more information on securely storing assessment material, please refer to JCQ’s ‘Instructions for conducting examinations’.

Exam papers must not be photocopied or scanned. All exam papers must remain within the centre at all times and must be kept securely until the end of the assessment period. Please send recordings of candidate work to the examiner within three days of the exam completion.

Please note that the assessment period will not always be continuous or be the same period from one year to the next, so teachers must ensure that oral exams are scheduled within the oral window.

Documentation

AS Level:
For AS qualifications, only the Candidate Authentication Sheet (CS3 form) must be submitted with the candidate recordings.

A Level:
For GCE A level, Candidate Authentication Sheet (CS4 form) must be submitted with the candidate recordings. Candidates must submit Independent Research Project Form (RP3) to the teacher/examiner at least three weeks before the oral window opens - please do not submit these to Pearson. The purpose of submitting these forms in advance is to enable Teachers/Examiners to prepare for Task 2 discussion.

CS form and RP3 forms are available on the Pearson Qualifications page on the website and is included as an appendix to this document.

Invigilators

Centres need to make sure that a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the subject department and/or preparing the candidates for the examination, is not an invigilator during the speaking examination.
Recording

All recording equipment **must** be checked to confirm that tests will be recorded clearly without technological fault. Teachers are advised to record and play-back a brief test recording before starting. Speaking assessments **must only** be digitally recorded. **We no longer accept speaking assessments recorded on cassettes.**

The controls of the recording equipment must be adjusted to a suitable level to ensure there is minimum background noise.

The microphone and/or recording device must be placed as close to the candidate as is possible. If required, please use an omnidirectional microphone or two microphones: one for the candidate and one for the teacher/examiner.

When submitting tests on CDs/USBs, each candidate assessment **must** be recorded as a separate track. This will ensure that the Pearson examiner can skip back and forth between recordings. **All files on CDs/USBs must be clearly labelled with candidate names, numbers and the centre number.**

The following naming convention is used:

Qualification number_centre number_candidate name_candidate number  
e.g. 8FR0/3_12345_Joe Bloggs_0012

All recordings **must** be in one of the following formats:
- .mp3
- .wav
- .wma

If audio files are recorded in a different digital format (e.g. .m4a), these **must** be converted to one of the accepted formats listed above.

The candidate recordings **must** be submitted on either a CD or USB/memory stick. Please ensure that all recordings are labelled correctly so that the centre and candidates can be easily identified. Centres **must** keep a copy of the digital recordings submitted for assessment. It may be that the Pearson examiner requires a replacement of the recording, in which case centres will be required to send a further copy of the relevant assessment.

*** Please note that candidate recordings must be submitted **within 3 days** of the examination taking place.
General Data Protection Regulation (GDPR):

To ensure that evidence of this nature remains secure, we recommend that you encrypt the media upon which it is saved.

Guidance on encryption of portable media (USB):

Windows
(This method only works for Windows versions with Bitlocker support if you use a version of Windows with no Bitlocker support use the zip method below and copy the zip file to USB)

- Insert an empty USB drive.
- Right-click the USB drive icon and select “Turn On Bitlocker” option.
- Select “Use a password to unlock the drive” and enter and confirm a password.
- Copy the data to the target USB drive.

Mac

- Insert an empty USB drive.
- Right-click the USB drive icon and select the "Encrypt" option.
- Enter and confirm a password.
- Copy the data to the target USB drive.

The encryption passwords should be sent to passwords@pearson.com, for all qualifications.

Please indicate in the subject of the email your centre number, the subject name and code, and the series as below:

Centre 12345_subjectname_papercode – January 2020

Please also let us know in the same email what type of computer the content was encrypted with (Mac or Windows).

You are advised to send the recordings by tracked mail and to retain a copy of these in your centre until October 2020.

Please note that for GCSE Chinese, Cantonese and Mandarin speaking assessment recordings must be submitted on separate USBs for each tier.
Conducting the examination

A quiet room and waiting area must be available for the conduct of the speaking assessment. These rooms must be out of bounds to all persons except the teacher/examiner and candidates waiting for, or engaged in, the speaking assessments.

Mobile phones and/or tablets must not be brought into the examination room, even when switched off, as they may cause interference with the recording.

Teachers must arrange to meet with all candidates before the speaking assessments begin, explaining the procedure in English.

Where necessary, late entry candidates must be added to the attendance register(s).

Before the speaking examinations begin, teachers must do their utmost to put their candidates at ease. Try to create an atmosphere in which candidates feel that they have every opportunity to perform to the best of their ability.

During or after the speaking assessments, teachers must not make comments on the performance to the candidate or to anybody else.

Host Centres

Centres sending candidates to a host centre where a Teacher/Examiner is conducting the oral tests, either as private candidate(s) or as part of a consortium arrangement, must ensure that Independent Research Project forms (RP3) for A Level candidates are sent to the Examiner at least three weeks prior to the start of the oral window.

The candidates, either private or part of a consortium arrangement, must still be entered through their own Centre, not the host centre.

Non-Taught Speakers and Individual/Private Candidates

Centres are sometimes requested to enter candidates for language assessments which are not taught as part of the centre’s curriculum.

Centres must not enter non-taught or individual/private candidates unless there is a member of staff willing to provide the necessary help and guidance for this option.
The oral tests at GCE AS and GCE A Level require research and preparation by candidates and specific requirements are laid down in the specification and in line with the Joint Council for Qualifications (JCQ) Guidelines. All candidates **must** be made aware of these requirements in advance of the examination.

In centres where the language is not taught, one of the following arrangements must be made:

- **A nearby centre** where the language is taught must be contacted and asked to accommodate the candidate(s) for the speaking test.

- **The candidate's private tutor** must be asked to conduct the speaking test(s). In this case the head of centre must 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 speaking test(s), including the security requirements;
  
  - can maintain clear lines of communication with the centre as regards the practical arrangements for the speaking test(s);
  
  - understands that Pearson cannot offer Teacher/Examiners and tutors any financial remuneration.

- **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 (London Centre Orals).**
**Attendance Registers**

Attendance registers, pre-printed with qualification numbers, centre details and candidates’ names in candidate number order will be issued to centres before the examinations begin.

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, the Teacher/Examiner must score the lozenge ‘P’. If a candidate is absent from the examination or has been withdrawn, the Teacher/Examiner must score the lozenge ‘A’, by inserting a single horizontal line through the appropriate box.

If a candidate is not shown on the attendance register but has been granted permission by Pearson to sit the test, (s)he 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.

The Teacher/Examiner must sign and date the attendance register(s).

If an attendance register is not received by the centre in time for the examination, please ensure that the recordings are stored in a secure place. Once the attendance register is received these must be submitted to Pearson as soon as possible (or by the end of the assessment period window for that given year).

**Sequence of stimulus cards for speaking examination**

To avoid duplication of stimuli, candidates must be given the cards in the sequence and combination prescribed in the teacher/examiner booklet (exam paper). If you conduct more than 12 speaking examinations in a day, e.g. in the morning, afternoon and evening sessions, after the 12th candidate start at the beginning of the sequence again.

If you have a break in the examination schedule, e.g. morning break or lunchtime, start the next candidate on next order of the sequence. For example, if candidate 4 conducted their examination before morning break, the next candidate after the morning break would be candidate 5.

If you are conducting examinations on more than one day, start each new day at the beginning of the sequence.

If two teachers/examiners are conducting exams simultaneously, they both must start from the beginning or the randomisation grid and follow the prescribed order.

*If in doubt, please contact the Subject Team for clarification.*
General Guidelines for Conducting Oral Tests

- The centre number and the name of the Teacher/Examiner must be announced at the beginning of the recording on each CD/USB. The name and number of each candidate must be announced before each test along with the name of the test, e.g. AS French. Please ensure that you do **NOT** use the pause button during the test as this will impact on the integrity of the assessment.

- 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 is not performing at that level.

- For **GCE AS Level**, candidates’ notes prepared during the 15 minutes immediately before the test, must be taken from them at the end of the test and kept in a secure place until results day.

- For **GCE A Level**, candidates’ notes prepared during the 5 minutes immediately before the test must be taken from them at the end of the test and kept in a secure place until results day. It is strongly advisable that candidates take a copy of their RP3 form to the exam.

- Your interventions (questions, brief statements, instructions, comments, etc.) must always build on and develop flexibly what candidates have said. Never use a rigid, pre-determined sequence of prepared questions. **See marking guidance in the specification for information relating to “discourse” and “spontaneity.”**

- Apart from the introduction to the Independent Research Project at A Level, candidates **must not** be allowed to produce rehearsed speeches. They **must** be encouraged to speak independently and spontaneously. Candidates whose utterances are wholly pre-learnt or over-rehearsed **must** be deflected into a more productive mode.

- If candidates seek information or opinions from you, your reply must be minimal.
AS Level Paper 3

Assessment information

Timing for the speaking assessment:

- **Task 1**: 7 to 9 minutes
- **Task 2**: 5 to 6 minutes
- **Total assessment time**: 27 to 30 minutes (12 to 15 minutes of speaking plus 15 minutes' preparation time for both tasks).

Recommended timings have been given for each task to enable the student to complete each one in sufficient time to access the full range of assessment criteria for both tasks.

The assessment is out of 72 marks. Students complete two tasks:

- **Task 1** is worth 42 marks
- **Task 2** is worth 30 marks.

Allocation of stimulus cards

Stimulus cards are allocated immediately before the preparation time begins.

- The stimulus cards will be issued on a random basis in the order prescribed by Pearson in the sequencing grid provided **which will change each year**. Neither the invigilator nor the Teacher/Examiner chooses the order of the cards. The order of the stimulus cards is prescribed by Pearson and must not be changed.

- There are six stimulus cards for Theme 1 (two for each sub-theme) and six stimulus cards for Theme 2 (two for each sub-theme).

- For Task 1, one card will be allocated to the student using the sequence outlined by Pearson. **Students do not have a choice for this task.**

- For Task 2, the invigilator will inform the student of the two sub-themes, the student **must** choose one sub-theme to talk about, using the sequence outlined by Pearson. **The choice of sub-themes is presented to the student in English using the wording for the sub-themes given on the sequencing grid, for example ‘You may choose ‘media’ or ‘festivals and traditions’.** The student is then given a card based on their chosen sub-theme.
Preparation time and notes

Students have 15 minutes to prepare for both tasks. The preparation time must be supervised and must take place immediately before the assessment takes place. It must take place outside of the examination room with an invigilator.

Students are permitted to make notes (up to a maximum of one side of A4) during the 15 minutes' preparation time. Students may refer to these notes during the assessment. The notes must be used for reference only and students must not read out whole, prepared sentences. Students are not permitted to write on the stimulus cards.

Task 1 (responding to written language and discussion, based on Theme 1)

Students have approximately 7 to 9 minutes for this task.

- Task 1 is based only on content from Theme 1.
- The stimulus card for this task contains two short texts relating to the sub-theme.
- The student is asked four compulsory questions by the Teacher/Examiner in the order they are written:
  - Question 1 requires the student to summarise the first text.
  - Question 2 requires the student to answer a comprehension question on the first text.
  - Question 3 requires the student to respond to information in the second text or both texts.
  - Question 4 will stimulate wider discussion of the cultural and social context of the sub-theme beyond the focus of the texts on the stimulus card. The Teacher/Examiner must ask follow-up questions for the remainder of the task time. The Teacher/Examiner can use the bank of optional generic questions provided by Pearson as a guide to ensure that the nature of the questioning allows the student to demonstrate their knowledge and understanding of the cultural and social context, and to give a critical response to issues discussed.
- Questions may be repeated, but rephrasing is not allowed.
Task 2 (discussion on Theme 2)

For this task students have approximately 5 to 6 minutes’ discussion time.

- Task 2 is based only on content from Theme 2.

- The stimulus card for this task contains a statement on the sub-theme that will act as a springboard for the discussion. The student can choose to support the statement or disagree with it during their discussion.

- There are two parts to the discussion:
  - Part 1 – the Teacher/Examiner asks the two compulsory questions on the card. The Teacher/Examiner then helps to develop the discussion by asking appropriate follow-up questions relating to the subject matter on the stimulus card.
  - Part 2 – for the second half of the time allocated, the Teacher/Examiner broadens the discussion by moving on to any other aspect(s) of the same sub-theme. The Teacher/Examiner can use the bank of optional generic questions provided by Pearson as a guide to ensure that the nature of the questioning allows the student to demonstrate their knowledge and understanding of the cultural and social context and to give a critical response to issues.

In both tasks, students are expected to ask questions that elicit opinions as part of the natural discourse and to confirm that their own points of view have been understood (see the additional guidance provided under the heading *Elicit points of view/check for understanding* beneath the mark grids reproduced in this document). Students are also expected to take the lead in the discussions.

However, the Teacher/Examiner’s response must be brief and take up the minimum amount of assessment time. The Teacher/Examiner will cover all parts of each task and ask appropriate questions to ensure that the student is able to access the maximum amount of marks available. The speaking assessment will last between 12 to 15 minutes in total and the Teacher/Examiner will ensure that timings are followed.

The timing of the assessment begins with the student’s first utterance in relation to Task 1. The recording will not stop after Task 1. Once the maximum stipulated assessment time has passed, the Teacher/Examiner will bring the assessment to a natural end, allowing the student to complete their last sentence. They will turn off the recording device at that point. Centre must be aware that students will not receive any marks for any conversation that takes place beyond the maximum time allowed. *A Level Paper 3 – Speaking*
A Level Paper 3

Assessment information

Timing for the speaking assessment:

- **Task 1**: 6 to 7 minutes
- **Task 2**: 10 to 11 minutes
- **Total assessment time**: 21 to 23 minutes, (16 to 18 minutes of speaking plus 5 minutes’ preparation time for Task 1).

Recommended timings have been given for each task to enable the student to complete each one in sufficient time to access the full range of assessment criteria for both tasks.

- The assessment is out of 72 marks.
- Students complete two tasks:
  - **Task 1**: 30 marks
  - **Task 2**: 42 marks.
- Assessments will be conducted by Teachers/Examiners in centres in one session within a prescribed five-week assessment period. This will take place in April and May in any single year. Dates for the assessment period will be confirmed in the UK Information Manual at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break, which changes each year.

**Task 1 (discussion on a theme)**

- Three different stimulus cards are produced by Pearson for each of the four themes (one for each sub-theme), giving a total of twelve stimulus cards. These are issued on a random allocation basis following the order prescribed by Pearson.

- The student is given a choice of two cards on two different sub-themes following the sequence outlined by Pearson on the day of assessment.
- The choice of sub-themes is told to the student in English by the invigilator immediately before the start of the preparation time, using the wording for the sub-themes given on the sequencing grid, e.g. ‘You may choose ’media’ or ‘festivals and traditions’.
- Teacher/Examiner is only responsible for conducting the assessment, not for providing the stimulus cards.
• The student must not see the contents of either card until they have chosen the sub-theme, after which they will be given one of the cards. The preparation time of 5 minutes begins immediately after the student receives the card. The 5 minutes is for students to prepare their thoughts for this task and make notes that they can refer to during their discussion (maximum of one side of A4 paper). The invigilator will be supervising the student at this point.

• Each stimulus card contains two statements (A and B) offering different views on the sub-theme. Students select one statement from the two given on the stimulus card during their 5 minute preparation time and can choose to support the statement or disagree with it during their discussion.

• Task 1 follows immediately after the 5 minutes’ preparation time so students can recall their prepared thoughts easily.

  • The student must tell the Teacher/Examiner which statement they have chosen immediately before the discussion begins.

• Students have approximately 6 to 7 minutes’ discussion time for this task.

• There are two parts to the discussion:

  ➢ Part 1: The Teacher/Examiner asks the two compulsory questions on the card. The Teacher/Examiner then helps to develop the discussion by asking appropriate follow-up questions relating to the statement on the stimulus card.

  ➢ Part 2: The Teacher/Examiner then broadens the discussion to cover other aspects of the overall theme. Optional generic questions are provided by Pearson as a guide to the questions the Teacher/Examiner must ask in order to enable the student to meet the requirements of the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the theme by developing and justifying arguments and forming conclusions.
Task 2 (presentation and discussion on student’s independent research project)

Students have approximately 10 to 11 minutes for this task. There are two parts to this task.

- **Part 1:** The discussion must open with a presentation from the student in which they provide a summary of at least two of the written sources they have used as part of their research, outlining the authors’ main points/ideas and giving a personal response to what they have read. The presentation must not exceed two minutes. In this part of the task, students are assessed on their ability to respond in speech to written sources.

- **Part 2:** The discussion must be broadened out to a wider exploration of the content of the student’s presentation and of their research as a whole. The Teacher/Examiner must use the key findings and list of sources on Form RP3 (available from the relevant subject page on the Pearson website) to help them formulate their own questions. Optional generic questions are provided by Pearson as a guide to the questions the Teacher/Examiner must ask in order to enable the student to meet the requirements of the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the theme by developing and justifying arguments and forming conclusions.

In both tasks, students are expected to ask questions that elicit opinions as part of the natural discourse and to confirm that their own points of view have been understood (see the additional guidance provided under the heading *Elicit points of view/check for understanding* beneath the mark grids reproduced in this document).

During the two-minute presentation in Task 2, candidates must name the two sources stated on their RP3 form.

Students are also expected to take the lead in the discussions. The Teacher/Examiner will cover all parts of each task and ask appropriate questions to ensure that the student is able to access the maximum amount of marks available. The speaking assessment will last between 16 to 18 minutes in total and the Teacher/Examiner will ensure that timings are followed. The timing of the assessment begins with the student's first utterance in relation to Task 1. The recording will not stop after Task 1.

Once the maximum stipulated assessment time has passed, the Teacher/Examiner will bring the assessment to a natural end, allowing the student to complete their last sentence.
They will turn off the recording device at that point.

Centres must be aware that students will not receive any marks for any conversation that takes place beyond the maximum time allowed.

**Guidance on the independent research project**

For the purposes of the assessment, independent research means research carried out without the help or instruction of others, including teachers. The independent research project may be based on any of the four themes of study or on a subject of interest of the student's choosing, but must relate to the cultural and social context of the language studied.

The independent research project must not be based on one of the literary works or films studied for Paper 2 but can focus on a wider exploration of the author or film-maker of those works studied. *For example, if studying a novel by a particular author for Paper 2, the independent research must not focus on that novel as it would be a duplication of content.* However, it could focus on the life of the author or the aspects that motivated the author in the broader sense.

The independent research project must:

- be based on a question or statement defined and developed by the student individually to investigate a particular area of interest specifically related to the culture and/or society of one of the target language countries or communities;
- include evidence of the student's research findings, investigated independently, from a range of authentic sources, including the internet;
- enable the student independently to contextualise, analyse and summarise findings;
- enable the student to identify at least two written sources, which they can summarise and give a personal response to in their presentation;
- forms must be filled out in English;
- sources must be written in target language;
- The title of the IRP should be a statement or a question;
- When the title of the IRP is a literary work, the sources used for the presentation cannot include the work itself.
- When the title of the IRP is a literary work, the sources used for the presentation cannot include the work itself.
• If the title of the IRP is a critical evaluation of the work eg. how does the author represent women in his works, then the sources could include works by that author.

• The RP3 Form must be submitted to the examiner no later than three weeks before the beginning of the oral window.

**Independent Research Project – suggested scheme of work**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
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<tbody>
<tr>
<td>1. Pre-Independent Research</td>
<td>Teacher instruction on how to conduct research, find suitable resources and how to analyse information.</td>
</tr>
<tr>
<td></td>
<td>Initial conversations with the teacher on possible questions or statements that the student may use for their independent research project.</td>
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<tr>
<td></td>
<td>Subsequent to the above, the student must independently develop the focus of their question or statement.</td>
</tr>
<tr>
<td></td>
<td>The teacher checks that the student’s question or statement will allow the student to access the full range of marks.</td>
</tr>
<tr>
<td>2. Independent Research</td>
<td>The student conducts research to find and select appropriate sources (including written sources).</td>
</tr>
<tr>
<td></td>
<td>The teacher monitors the project by giving general feedback.</td>
</tr>
<tr>
<td>3. Analysis of information</td>
<td>Students record the 6–10 key findings of their research on Form RP3 and prepare to give information about and analyse their findings, ensuring that all material is clearly linked to the target language culture.</td>
</tr>
<tr>
<td></td>
<td>In preparation for their two-minute presentation, students prepare to summarise the main points/ideas from at least two of the written sources they have used as part of their research and to give a relevant personal response.</td>
</tr>
</tbody>
</table>

*It is recommended that students start on the identification stage as early as possible in the academic year. However, learning hours for the independent research project are not specified because the process of information collation and investigation are undertaken independently. Students must be prepared to talk in detail about their subject of interest for 10–11 minutes.*
FAQs

What must I do if the recording equipment malfunctions during the recording? The candidate’s assessment has not been recorded and cannot be heard.

Any candidate whose speaking assessment has only been partially recorded (minimum of 6 minutes for AS and 8 minutes for A Level) or not been recorded successfully due to a technical issue, or a malfunction of the recording equipment, **must re-sit the examination immediately**. If the candidate’s speaking assessments cannot be heard, no marks can be awarded.

For AS level, candidates must be provided with a different stimulus card for Task 1 and Task 2, following the prescribed order by Pearson in the sequencing grid.

For A level, candidates must be provided with a different stimulus card for Task 1.

What do I do if the candidate becomes distressed during the assessment and is unable to continue?

If the candidate becomes distressed during the recording of the speaking assessment they must be encouraged to continue unless the candidate is physically unable to. In such an instance, the recording must be stopped and all assessment material collected in from the candidate at this time.

The candidate may be allowed suitable time to recover, with supervision, if the assessment is due to restart after a suitable period of time, on the same day of the scheduled assessment.

It is at the centre’s discretion as to how to proceed in these circumstances:

a) If the majority of the assessment had been completed prior to the candidate’s distress (minimum of 10 minutes for AS and 14 minutes for A Level), the centre may consider submitting the recording for marking. In addition, the centre may consider applying for special consideration for the candidate if it is clear that the candidate had a justifiable reason or condition for the distress;

b) If only a partial recording of the assessment had been undertaken at the time of the candidate’s distress, (*minimum of 6 minutes for AS and 8 minutes for A Level), the candidate must be encouraged to re-sit the assessment:
For AS Level, candidates must be provided with a different stimulus card for Task 1 and Task 2, following the same random basis in the order prescribed by Pearson in the sequencing grid.

For A Level, candidates must be provided with a different stimulus card for Task 1.

*NB: only in cases where the distress occurred at the very start of the assessment, (or within 2 minutes of the recording) would we allow for the candidate to continue with the same stimulus cards.

What happens if the candidate details have not been recorded?

If discovered during or immediately after the test the teacher/examiner must record the candidate’s details at the end of the test. The recording must not be stopped or paused.

What if I need to pause the recording?

If an emergency arises and the teacher/examiner thinks it necessary to pause the test, they must include a note explaining this emergency when they send materials off to Lowton House.

If the test is interrupted by noise or unauthorised personnel, the teacher/examiner must continue with the assessment unless the noise is sufficient to disrupt the candidate and the recording. If the noise is not sufficient enough to cause disruption then the teacher/examiner must continue with the recording but do not continue the test until the noise has stopped.

Can there be two teachers conducting the test?

No. To ensure consistency for the candidate it is strongly advised that only one teacher is used to conduct the test.

Can dictionaries be used?

Dictionaries in the target language must not be used.

Who should sign the “teacher signature” part of the RP3, if I did not supervise the research?

If you are conducting the oral examination for A level you should sign it as you are allowing the assessment to go ahead.
What language should I fill out the RP3 form in?

Please fill out this form in English. The sources must remain in the target language.

If I am conducting the oral assessment over 2 days, where should I start the sequencing grid?

You should always start the sequencing grid from the beginning at the start of every day.

What if I cannot conduct exams on two consecutive days?

Whenever possible, please aim to conduct oral exams on consecutive days.
Feedback Procedures

1. The oral forms (OR3AS and OR4AL) have been designed to allow examiners to comment on each candidate's performance through a series of tick boxes. We are unable to provide any further detailed feedback on candidate and/or centre performance other than the information provided on the oral forms. You can access these forms via our Access to Scripts Service.

2. Centres are advised to consult the Examiner’s Report, which provides a comprehensive review of the performance of the assessment and candidates in a given examination series. It is published on results day and is available to download from the qualification pages on the Pearson website.

3. Further training is provided through an extensive range of courses run by the Training from Pearson team. Details on training events can be found on the Pearson website: http://qualifications.pearson.com/en/support/training-from-pearson-uk.html

4. All candidate recordings and oral forms will be held at Pearson’s processing centre following the marking period. As part of the post-results service, centres may apply for Review of Marking and Moderation (RoMM) before the application deadline in September.

5. Examiner-completed oral forms will be available via Access to Scripts service. More information can be found here: http://qualifications.pearson.com/en/support/support-topics/results-certification/post-results-services.html

6. The candidate recordings will be returned to all UK Centres free of charge after the EAR deadline has expired at the end of September.
## Appendix – Forms

**Summary of forms** - Please ensure that all of the below forms accompany the recordings

<table>
<thead>
<tr>
<th>FORM</th>
<th>PURPOSE</th>
<th>DATE OF DESPATCH</th>
<th>DESPATCHED TO</th>
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<tbody>
<tr>
<td><strong>AS LEVEL:</strong></td>
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<tr>
<td>Oral Form AS (OR3AS)</td>
<td>Please note that centres are no longer required to send the OR forms with the candidate recordings.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Candidate speaking authentication sheet – AS Level (CS3)</td>
<td>Signed declaration by candidates and Teacher/Examiner that examinations were conducted in line with Pearson and JCQ guidance.</td>
<td>Following completion of speaking test</td>
<td>Pearson-appointed examiner</td>
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<td><strong>A LEVEL:</strong></td>
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<tr>
<td>Oral form A Level (OR4AL)</td>
<td>Please note that centres are no longer required to send the OR forms with the candidate recordings.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Candidate speaking authentication sheet – A Level (CS4)</td>
<td>Signed declaration by candidates and Teacher/Examiner that examinations were conducted in line with Pearson and JCQ guidance.</td>
<td>Following completion of speaking test</td>
<td>Pearson-appointed examiner</td>
</tr>
<tr>
<td>Independent Research Project form (RP3)</td>
<td>Details candidate’s research question, key findings and sources used.</td>
<td>Following completion of speaking test</td>
<td>Pearson-appointed examiner</td>
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</table>
**Speaking Candidate speaking authentication sheet**

**(CS3) - Advanced Subsidiary AS**

*This form must accompany candidate recordings sent to the Pearson-appointed examiner.*

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<tr>
<th>Pearson Edexcel Level 3 Advanced Subsidiary GCE</th>
<th>Unit code:</th>
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<td>Centre name:</td>
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<table>
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<tr>
<th>Candidate name</th>
<th>Candidate number</th>
<th>Declaration and permissions signature*</th>
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<th>Declaration and permissions signature **</th>
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**Candidate declaration**

*I certify that the work submitted for this assessment is my own. I have clearly referenced any sources used in the work.*

*I understand that false declaration is a form of malpractice. I agree to my work being used to support Professional Development, Online Support and Training of both teacher/examiners.*

**Teacher declaration**

*I declare that the above examinations have been carried out in line with Pearson and JCQ documentation for the conduct of the examinations and agree to this work being used to support teachers and examiners.*

*Please photocopy and continue on a separate sheet if necessary.*
**Speaking Candidate speaking authentication sheet**

**(CS4) - Advanced Level**

*This form must accompany candidate recordings sent to the Pearson-appointed examiner.*

<table>
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<th>Pearson Edexcel Level 3 Advanced GCE</th>
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<td>Centre name:</td>
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<th>Declaration and permissions signature*</th>
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</table>

**Candidate declaration**

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*I understand that false declaration is a form of malpractice. I agree to my work being used to support Professional Development, Online Support and Training of both teacher/examiners.*

**Teacher declaration**

*I declare that the above examinations have been carried out in line with Pearson and JCQ documentation for the conduct of the examinations and agree to this work being used to support teachers and examiners.*

**Please photocopy and continue on a separate sheet if necessary.**
**Updated for the 2020 series**

**Independent Research Project Form (RP3)**

This form **must** be submitted no later than three **weeks before the beginning of the oral window**. Candidates are permitted to take a copy of this form into the assessment but they are not allowed to write additional notes on it.

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<tr>
<td>Date:</td>
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<td>Unit code:</td>
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**Research question/statement:**

**Key findings of research:** You must provide 6 to 10 findings in English

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</table>
**List of sources:** The following sources were used during the course of conducting the independent research (students **must** include at least **two** written sources, which students **must** refer to during their presentation in Task 2). Sources **must** be written in target language.

<table>
<thead>
<tr>
<th>Full title of article/journal/literary text/film/other</th>
<th>Author and date (if applicable)</th>
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The independent research project **must not** be based on one of the literary works or films studied for Paper 2. Students will receive a mark of zero for Task 2 if their independent research project focuses on a work studied for Paper 2.
Students must write the works studied below. **Declaration of works**

**studied for Paper 2** *Paper 2* literary texts/film studied:

(1) .................................................................................................................................

(2) .................................................................................................................................

**Candidate declaration:** I declare that the material I have used for my independent research project is not based on either of the works studied for *Paper 2*. I declare that the work submitted for this assessment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice. I agree to my work being used to support Professional Development, Online Support and Training of both teacher/examiners.

Candidate signature: ..............................................................Date: .........................................................

**Teacher declaration:** I declare that this work is solely that of the candidate and that it has been carried out in line with Pearson and JCQ documentation for the conduct of the examinations. I agree to this work being used to support teachers and examiners.

Teacher signature: ..............................................................Date: .........................................................

If you need any advice on completing the form, please email: languagesassessment@pearson.com