



GCE Modern Foreign Languages Conducting Speaking assessment

Administrative Support Guide

Summer 2022

GCE Modern Foreign Languages

French 9FR0 German 9GN0 Spanish 9SP0

Chinese 9CN0 Italian 9IN0 Russian 9RU0

This document should be read in conjunction with the subject specification and the GCE MFL summer 2022 assessment arrangements. Both can be found on the Pearson website.

Contact information

To contact our assessment or teaching support teams, please use the [Support Portal](#) and select the relevant support categories.

February 2022

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Introduction

This guide provides support for centres entering candidates for A Level French, German, Spanish, Italian, Russian, Chinese oral examinations – Paper 3.

Oral examinations must be conducted within the speaking window, dates listed below.

Candidate recordings must be submitted digitally to Pearson using the digital Learner Work Transfer. From summer 2022 we no longer accept recordings via USB/CD.

Key dates

The deadline for entries is **22 February 2022**.

Packs can be accessed three working days before the oral window opens. For summer 2022 this means from **13 April 2022**.

The speaking assessment period is from **Monday 18 April – Friday 20 May 2022**

The submission deadline for GCE MFL is **48 hours** after the final A Level speaking exam for that language has taken place in the centre.

Assessment options

	A Level oral exam
	Teacher conducted, externally assessed
French	9FR0 3(A)
German	9GN0 3(A)
Spanish	9SP0 3(A)
Italian	9IN0 3(A)
Russian	9RU0 3(A)
Chinese	9CN0 3(M) or 9CN0 3(C)

When making an entry for Chinese, use option 3M for Mandarin and option 3C for Cantonese.

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 centre wishes 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 their work.

Please be aware 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 consortia arrangements, please refer to [JCQ guidance](#) on their website.

Preparation for the oral exam

Teachers may open the materials up to three working days before the speaking 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 speaking window.

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 upload recordings of candidate work and documentation **within 48 hours** of the speaking exams for that language and qualification being completed.

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 speaking window.

Documentation

For GCE A level, the candidate speaking authentication sheet (CS4 form) **must** be submitted with the candidate recordings.

Candidates **must** submit the Independent Research Project form (RP3) to the teacher/examiner **at least three weeks before the speaking window opens**. The purpose of submitting these forms in advance is to enable teachers/examiners to prepare for Task 2 discussion.

CS4 forms and RP3 forms are available on the relevant Pearson qualifications pages on our website and are included as appendices 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.

Secure assessment materials

The speaking assessment comprises three consecutive tasks. The tasks must be conducted in the following order: Task 1: Discussion on a Theme and Task 2: Presentation and Discussion on Student's Independent Research Project.

The stimulus cards, along with the prescribed sequencing grids and instructions to the teacher-examiner, all make up the secure and confidential assessment materials for this paper issued to the centre by Pearson Edexcel.

A pack containing one hard copy of these materials per 20 candidates entered for each tier will be dispatched to centres in March 2022.

Upon receipt, the materials must be kept securely locked and inaccessible. The pack may be opened **three working days** before the start of the prescribed speaking assessment period. The pack must not be opened before **13 April 2022**.

As some centres may wish to have additional copies of the assessment materials to enable multiple teacher-examiners to conduct examinations simultaneously, an electronic version of the secure assessment materials will also be made available (with restricted access) on the Pearson website (under the Exam materials tab for each GCE language). Only the registered Examinations Officer will be able to access these materials.

If required, the Examinations Officer at the centre may print off additional copies of the secure assessment materials but this must only take place up to three working days before the start of the prescribed speaking assessment period. Furthermore, the Examinations Officer must keep a record of the number of copies printed and made available to the teacher-examiner(s) responsible for the conduct of the speaking assessments.

The teacher-examiner(s) responsible for the conduct of the speaking assessments are required to preserve absolutely the confidentiality of all the speaking assessment materials: these stimulus materials must be handed back to the Examinations Officer upon completion of the assessments and must be kept secure until Friday 24 June 2022.

It is expected that a record will be kept in each centre of the planned speaking assessment dates along with the details of the teacher-examiner(s) conducting the assessments, and that this information will be available both prior to and during the speaking assessment period.

The assessment materials must **not** be removed from the centre premises.
Reminder: Teacher-examiner(s) must not access the secure assessment materials before 13 April 2022.

Recording requirements

Please note that centres must supply their own recording equipment. All recording equipment must be tested prior to use. Pearson Edexcel cannot recommend specific equipment to use for recording purposes, nor can we provide technical advice on their operation.

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.

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 possible. If required, please use an omnidirectional microphone or two microphones: one for the candidate and one for the teacher/examiner.

Pearson Edexcel **only** accepts recordings in the following formats:

.mp3	.wav	.m4a	.wma	.aif	.aiff
.mpeg	.vlc	.ogg	.oga	.mid	.midi

A full list of supported files can be found [here](#).

If centres record the oral assessment in a different digital format, they must convert the recording to one of the above accepted formats before submitting them to Pearson Edexcel.

Complete, unedited recordings of all assessments must be submitted to Pearson Edexcel for external marking. These must be submitted via the digital Learner Work Transfer portal (LWT). Details on using the portal can be found online [here](#) and later in this document.

All recordings must be clearly labelled so that the centre and candidates can be easily identified. Please use the following labelling convention: [unit number]_[centre number]_[candidate number]_[surname]_[first letter of first name]. For example: 9FR0_3_12345_0012_Bloggs_J

Please note that candidate recordings must be submitted within 48 hours of the final speaking examination for that language qualification taking place.

Conducting the examination

A quiet room is required for the speaking assessments. Only one candidate is to be examined at a time. Normally, no other person other than the teacher-examiner conducting the assessment and the candidate should be present in the examination room. However, please ensure that you follow [JCQ guidance](#) and your own centre policy regarding additional individuals being present in the examination room(s).

Teachers must arrange to meet with all candidates before the exam begins, explaining the procedure in English.

Before the oral examination begins, teachers must do their utmost to put their candidates at ease. Try to create an atmosphere in which candidates feel they have the opportunity to perform to their best ability.

1. At the start of the recording the centre number and name of teacher/examiner must be announced. At the start of each oral exam the name and number of each candidate must be announced along with the oral exam name. I.e., GCE French. Please do not pause during the exam as this will affect the integrity of the assessment.
2. Encourage candidates to produce their best performance but be careful not to press on questions of a certain difficulty if it becomes clear a candidate is not performing at that level.
3. Candidates' notes prepared during the 5 minutes immediately before the exam must be taken from them at the end of the exam and kept securely until results day. It is strongly advised candidates take a copy of their RP3 form to the exam.
4. Your interventions (questions, instructions, comments) must always build on and develop flexibly on what candidates have said. Never use a rigid, pre-determined sequence of prepared questions.
5. Apart from the introduction to the Independent Research Project, candidates must not be allowed to produce rehearsed speeches. They must be encouraged to speak independently and spontaneously. Candidates whose utterance are wholly pre-learned or over-rehearsed must be deflected into a more productive mode.
6. If candidates seek information or opinions from you, your reply must be minimal.

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

Assessment summary – A Level Paper 3

Students complete 2 tasks

Tasks	Timing	Marks
1	6 to 7 minutes	30 Marks
2	10 to 11 minutes	42 Marks

Total assessment time: 21 to 23 minutes (16 to 18 minutes of speaking plus 5 minutes' preparation time for Task 1).

Total assessment marks: 72 marks.

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

Assessments will be conducted by teachers/examiners at the centre in one session within the prescribed speaking window. This takes place in April and May in any single year. Dates for the assessment period are 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 student should be told the choice of sub-themes 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, i.e. 'You may choose either media or festivals and traditions.'

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 to 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. The teacher/examiner is only responsible for conducting the assessment, not for providing the stimulus cards.

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 kind of questions the teacher/examiner must ask to enable the student to meet the requirements of the assessment criteria. The questions should elicit examples and information to enable candidates 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 of the 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 and in the appendices to this guide) 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. The questions should elicit examples and information to enable candidates 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 guidance provided on *Elicit points of view / check for understanding* beneath the mark grids for Interaction (AO1) in the specification).

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 number 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 (IRP)

For the purposes of the assessment, independent research means research carried out without the help or instruction of others, including teachers. The IRP 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 IRP 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 filmmaker 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 IRP 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.

The RP3 form must be submitted to the examiner no later than three weeks before the beginning of the speaking window. Forms **must** be filled out in English, but sources **must** be written in the 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. If the title of the IRP is a critical evaluation of the work (for example: 'How does the author represent women in his works?') then the sources could include works by that author.

Independent Research Project – suggested scheme of work

Stage	Description
1. Pre-independent research	<p>Teacher instruction on how to conduct research, find suitable resources and how to analyse information.</p> <p>Initial conversations with the teacher on possible questions or statements that the student may use for their independent research project.</p> <p>Subsequent to the above, the student must independently develop the focus of their question or statement.</p> <p>The teacher checks that the student’s question or statement will allow the student to access the full range of marks.</p>
2. Independent research	<p>The student conducts research to find and select appropriate sources (including written sources).</p> <p>The teacher monitors the project by giving general feedback.</p>
3. Analysis of information	<p>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.</p> <p>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.</p>

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.

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 IRP forms (RP3) 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 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:

1. A nearby centre where the language is taught could be contacted and asked to accommodate the candidate(s) for the oral exam.
2. The candidate's private tutor could be asked to conduct the oral exam(s). In this case the head of the centre must be satisfied that the tutor:
 - can appropriately be admitted to the centre.
 - is suitably qualified and experienced in the subject, aware of the oral exam requirements and security requirements.
 - can maintain clear lines of communication with the centre for the practical arrangements for the oral exam.
 - understands that Pearson cannot offer teacher/examiners/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). For more information about this service, please refer to London Centre Orals [information sheet](#).

Sequence of stimulus cards for speaking examinations

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, i.e. in the morning, afternoon and evening sessions, after the 12th candidate you should start at the beginning of the sequence again.

If you have a break in the examination schedule, i.e. morning break or lunchtime, start the next candidate by continuing with the order of the sequence from the earlier session. 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.

Submitting work to Pearson via LWT

All oral assessments must be recorded digitally and sent to Pearson via our **Learner Work Transfer** (LWT) portal.

What is the Learner Work Transfer portal?

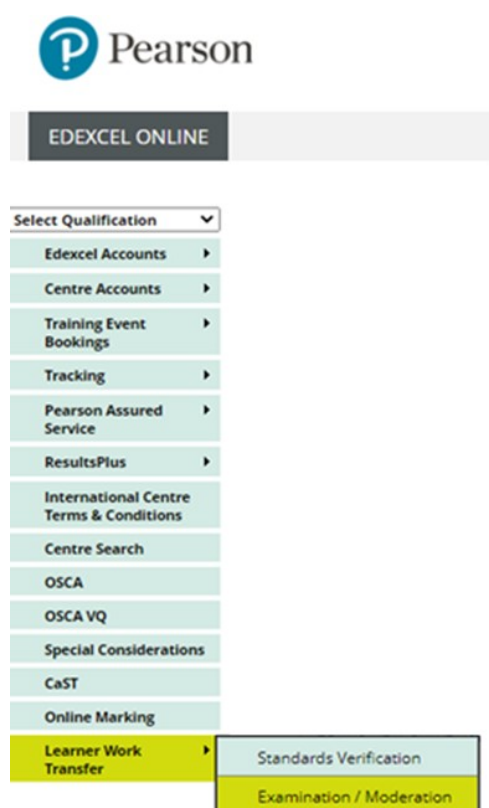
In order to help with teacher-examiner workload, and to ensure our commitment to working more digitally, we have developed a new digital way for centres to submit their candidates' speaking recordings to Pearson.

The new system is called the digital Learner Work Transfer (LWT) portal. Audio files for GCE MFL must be submitted via this portal, which is available to access through Edexcel Online (EOL) from summer 2022. Submissions using USB / CDs will no longer be accepted.

How to use the digital Learner Work Transfer portal to submit oral assessments

1. Accessing the portal

Access the portal through your Edexcel Online account under 'Learner Work Transfer'. Instructions on how to access LWT can be found [here](#).



An example of the Learner Work Transfer dashboard is shown below. Depending on the state of the request ('To Do', 'In Progress' or 'Completed'), the default view will start on a particular tab.



2. Viewing candidates in the portal

The search box can be used to narrow down the results as required. Click the three vertical dots on the right of the request then 'View' learners to open the request.



You will be presented with a list of all learners entered for the unit. If you have additional learners who have not yet been entered, please make entries for them through the usual process. This should be updated within 24 hours. If you have uploaded evidence for some learners, when the new entries have been added, the request will show a status on 'In Progress (C)' to represent a change.

3. Naming documents for upload

Use the following naming conventions when uploading documents to learner folders: [unit number]_[centre number]_[candidate number]_[surname]_[first letter of first name], i.e. '9FR0/3_12345_0012_Bloggs_J'

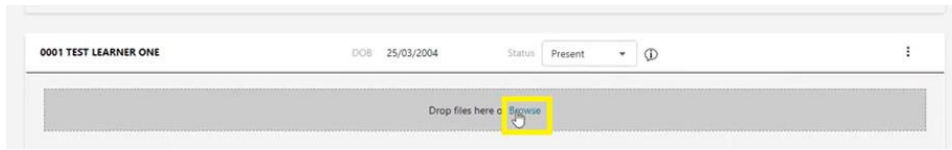
If you are uploading more than one document for each candidate, please use the following naming conventions:

- 9FR0_3_12345_0012_Bloggs_J_candidate recording
- 9FR0_3_12345_0012_Bloggs_J_CS4

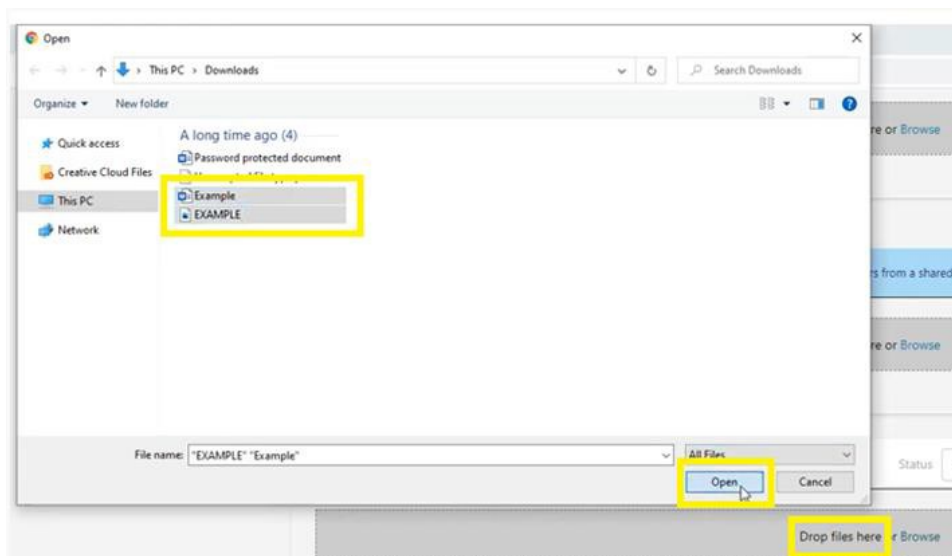
If you are uploading one CS4 for multiple candidates, please use the following naming convention: [centre number]_CS4, i.e. 12345_CS4 - see instructions on linking a file to multiple learners below.

4. Uploading files

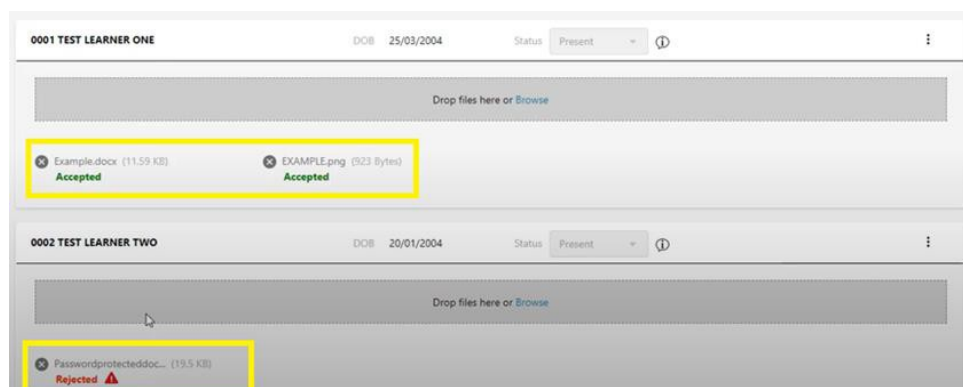
To upload learner evidence, click 'Browse' under the learner.



This will open a file explorer. Click on a file to upload or hold down the 'Ctrl' key to select multiple files then click 'Open'. Alternatively drag the files from your computer onto the grey area of the page, where it states 'Drop files here'.



Files uploaded will then move to 'Scanning' state. Once the checks are successful it is updated to 'Accepted' or 'Rejected'. If you have uploaded the incorrect document, you can remove it by clicking the 'X' next to the file name.



Please do not zip files. You can hold CTRL down whilst selecting multiple files in the file explorer if you wish to upload multiple files for a single student in one go. LWT is a secure platform, so there is no need to encrypt files.

The portal accepts most of the popular file types including mp3, mp4, jpeg. A full list of accepted file types can be found [here](#).

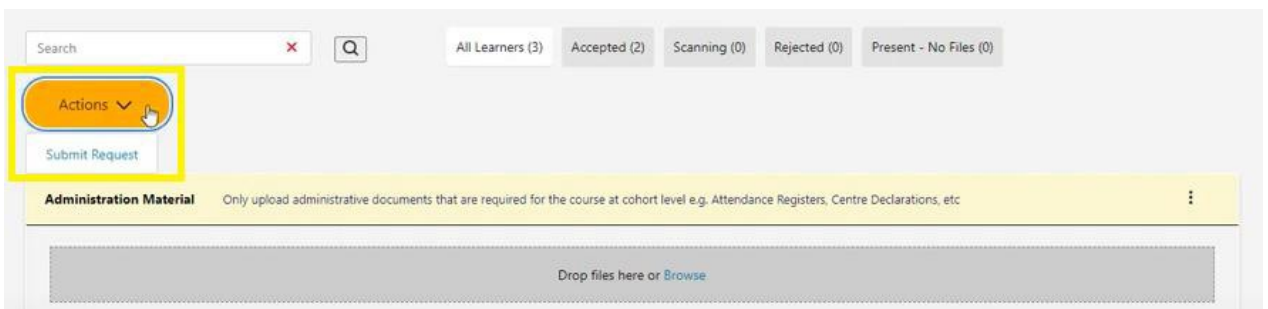
For any learners who were absent for the assessment, the centre should change their status to 'Absent' using the 'Status' dropdown. This will take the place of completing the attendance register.

If the learners work is not available, for example where special consideration is being applied, the status should be changed to 'No Evidence'. Special consideration should be completed via an application following the usual process.



Attendance registers can be uploaded in the 'Administration Material' section. You should only upload documents in this section that are required for the course at cohort level.

Once you have at least one file uploaded per learner and indicated their status (absent/no evidence) the 'Submit Request' option will become available at the top of the screen and also from the 'In Progress' dashboard.



Once a request has been submitted, you will receive a confirmation message, click 'Ok' to proceed. This will send the request to your assessor and you will no longer be able to add, edit or remove evidence. The completed tab shows requests which have been submitted for assessment.



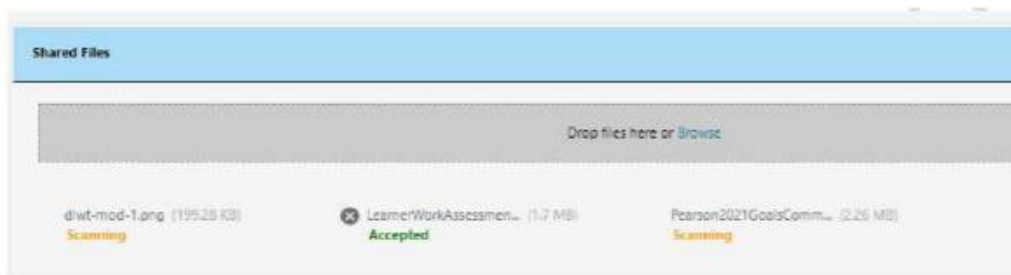
If the assessor finds that the wrong material has been uploaded, they can return the request to the centre. You should receive an email from the assessor or Pearson. This will show in the 'In Progress' tab with a status 'Returned'. You can then add or remove files before resubmitting the request.



If the centre identifies incorrect documents uploaded and submitted, they will need to contact the assessor or Pearson for the request to be returned.

5. Linking a file to multiple learners

Use the 'Shared Files' feature to upload a file that must be shared between multiple learners. You can drag and drop files into the grey space or browse to the required file within your system.



A file cannot be uploaded directly to a learner or via the shared files functionality if another file with the same name and format has already been uploaded to that card. For example, you cannot upload multiple pdfs called 'speaking form' to the same learner, or within the shared file section. If this occurs an error message is shown.



However, each learner can have a file called 'speaking form' uploaded to their card or associated to them via the shared files functionality.

Please see [this](#) video guide (from 5 mins 55 seconds) for step-by-step instructions on how to upload a CS4 file and link it to multiple candidates. If uploading one CS4 form for multiple candidates, please name it with your centre number i.e. 12345_CS4. There is no need to name the CS4 form with multiple candidate numbers if it is linked to them on LWT in this way.

If you have any issues with the LWT system please contact our AA helpdesk on 0800 169 9202.

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 8 minutes) or has not been recorded successfully due to a technical issue or malfunction of the recording equipment, **must re-sit the examination immediately.**

Candidates must be provided with a different stimulus card for Task 1.

If the candidate's speaking assessment cannot be heard, no marks can be awarded.

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

The candidate should be encouraged to continue. If they are unable to, the recording must be stopped and all assessment material collected from the candidate at this time.

The candidate may be allowed suitable time to recover, with supervision, if the assessment can be restarted 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. If the majority of the assessment had been completed prior to the candidate's distress (minimum 14 minutes) the centre may consider submitting the recording for marking and applying for special consideration for the candidate - if it is clear they had a justifiable reason for the distress.

If only a partial recording of the assessment had been undertaken at the time of the candidate's distress (minimum of 8 minutes*), the candidate must be encouraged to re-sit the assessment. 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 the teacher/examiner needs to pause the test due to an emergency, an email should be sent to the assessment team (languagesassessment@pearson.com) explaining the emergency.

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 to cause disruption, then the teacher/examiner should continue with the recording but should 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 form RP3, 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 two 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 over two consecutive days?

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

How do I access the Learner Work Transfer portal?

Access is via Edexcel Online (EOL) - our short [video guide](#) gives step-by-step instructions on accessing the Learner Work Transfer portal.

I am trying to log in, but get an 'Access Denied' message

You need the 'Basic Access' profile on your EOL account to access Learner Work Transfer – please check with your administrator that you have this profile ticked.

I am not sure how to upload work to Learner Work Transfer

This [video guide](#) provides step-by-step instructions on using Learner Work Transfer to upload and submit learner work.

What files are accepted?

We support a range of common file types, which are listed here. Files up to 8gb in size are accepted. Files must not be password protected – the system is secure so password protection is not required.

I can't see all the learners for a subject on Learner Work Transfer

Any late entries will show on Learner Work Transfer within 24 hours of being entered. Where late changes to entries were made, there may be two requests on your dashboard for the same subject. Please check both requests for the learners.

A learner I have withdrawn is still showing on Learner Work Transfer

Please use the 'Status' dropdown to mark the learner as absent on Learner Work Transfer.

I cannot submit the learner work I have uploaded

Check that all learners either have at least one file uploaded or are marked as absent. Check that all files uploaded have been accepted – any that show as rejected will need to be removed and replaced.

Candidate Speaking Authentication sheet (CS4) - Advanced Level

This form **must** accompany candidate recordings submitted to Pearson.

Pearson Edexcel Level 3 Advanced GCE	Unit code:
Centre name:	Centre number:

Candidate name	Candidate number	Declaration and permissions signature*	Date
Teacher name	Declaration and permissions signature**		Date

***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.

Independent Research Project form (RP3)

This form **must** be submitted no later than **three weeks before the beginning of the speaking 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.

Pearson Edexcel Level 3 Advanced GCE	
Centre name:	Centre number:
Candidate name:	Candidate number:
Date:	Unit code:
Research question/statement:	

Key findings of research: You must provide 6 to 10 findings in English	
1	6
2	7
3	8
4	9
5	10

List of sources: The following sources were used in 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.

Full title of article/journal/literary text/ film/other	Author and date (if applicable)

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