Pearson

Administrative Support Guide
Conducting Speaking Assessments

GCE Russian

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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**.

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

Contents

Introduction

This booklet provides guidance for centres entering candidates for GCE AS and A Level Russian oral examination (paper 3).

Oral examinations will be available for both GCE AS and A Level. The timetabled oral examination window scheduled between April and May of each series 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 for Russian no longer require students to be entered for individual papers.

	AS	A LEVEL
	Teacher conducted, externally assessed speaking assessment	Teacher conducted, externally assessed speaking assessment
Russian	8IN0 3(A)	9IN0 3(A)

Assessment options

Assessment Option	Session	Notes
Teacher conducted/ externally assessed (Pearson) **A**	Summer	Paper 3 speaking assessments are conducted by teachers 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, oral forms, candidate authentication sheet, completed attendance registers and 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.

Consortium arrangements

Centres working with students from another centre(s) must ensure that they inform the Deployment Team about their consortia arrangements by **31 January.** 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 who, 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.**

This form must be completed and sent to GQdeployment@pearson.com**.**

Teacher Conducted, Externally Assessed (Option A)

Preparation for the exam

Teachers may open the materials up to **three working days before the beginning of speaking window.** This time does not include weekends so if, for example, the window opens on a Monday then materials can be opened on the previous Wednesday.

Assessment materials **must** be kept securely and confidentially before and during the period in which centres have scheduled their oral examinations. For more information on securely storing assessment material, please refer to JCQ's 'Instructions for conducting examinations'.

The assessment material **must not** be photocopied or scanned. All assessment material must remain within the centre at all times and must be kept securely until the end of the assessment period. Please note that 'assessment material' refers to the documentation used in the exam, and you can direct recordings of candidate work to Lowton House in advance of the ending of the speaking window.

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 assessment period. Please refer to the information manual.

Documentation

AS Level:

OR3AS **must** be completed and photocopied **in advance of the assessment**, clearly showing the centre and candidate's details. All candidates and teachers **must** sign the candidate speaking authentication sheet (CS3) which is available on the Pearson website and included as an appendix to this document.
Both forms must be sent with the candidate's recordings.

A Level:

GCE A level candidates **must** have completed and submitted their independent research project forms (RP3) to the **teacher/examiner at least three weeks prior to their scheduled exam in order for them to prepare their responses – please do not submit these to Pearson.** The form is available on the Pearson website and is included as an appendix to this document.
OR4AS **must** be completed and photocopied **in advance of the assessment**, clearly showing the centre and candidate's details. All candidates and teachers **must** sign the candidate speaking authentication sheet (CS4) which is available on the Pearson website and included as an appendix to this document.
All three forms must be sent with the candidate's recordings.

Recording

All recording equipment **must** be checked to confirm that tests will be recorded clearly without technological fault. Teachers are advised to make and play-back a brief test recording before starting. Speaking assessments **must only** be digitally recorded. Please note that 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, 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 CDs must be clearly labelled with candidate names, numbers and the centre number. Any Encrypted USBs must have the centre number as the password.**

The following naming convention is used:

Qualification number_centre number_candidate name_candidate number
e.g. 8IN0/3A_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 well labelled so that the centre and candidates can be easily identified. It is advisable that centres 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.

Conducting the examination

A quite 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 all the relevant paperwork (oral forms and attendance registers) is at the host centre on the day of the examination.

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.

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 musts be submitted to Pearson as soon as possible (or by the end of the assessment period window for that given year).

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 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.

➢ 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 relating to "discourse" and "spontaneity", which is available to download from the qualification pages on the Pearson website.**

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➢ Apart from the introduction to the IRP 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.

➢ 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 Russian. Please ensure that you do **NOT** use the pause button during the test as this will impact on the integrity of the assessment.

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.

- 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. Centres 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

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'. The 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).

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 should be filled out in English

The table below gives guidance on the process that could be followed.

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

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 cntre 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?

Under no circumstance can a dictionary 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.

What 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.

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

FORM	PURPOSE	DATE OF DESPATCH	DESPATCHED TO
AS LEVEL:			
Oral form AS (OR3AS)	Record of AS candidate/Centre details used to record allocation of stimulus cards at the time of speaking test	Following completion of speaking test	Pearson-appointed examiner
Candidate speaking authentication sheet – A Level (CS3)	Signed declaration by candidates and Teacher/Examiner that examinations were conducted in line with Pearson and JCQ guidance.	Following completion of speaking test	Pearson-appointed examiner
A LEVEL:			
Oral form A Level (OR4AL)	Record of A Level candidate/ Centre details used to record allocation of stimulus cards at the time of speaking test	Following completion of speaking test	Pearson-appointed examiner
Candidate speaking authentication sheet – AS Level (CS4)	Signed declaration by candidates and Teacher/Examiner that examinations were conducted in line with Pearson and JCQ guidance.	Following completion of speaking test	Pearson-appointed examiner
Independent Research Project form (RP3)	Details candidate's research question, key findings and sources used.	Following completion of speaking test	Pearson-appointed examiner

OR3AS – AS ORAL FORM: Russian

Examiners must have a copy of **this form**, and the **Candidate Speaking Authentication Sheet (CS3)** for the cohort from the Specification. This form will be used as part of the Access to Scripts (ATS) service for centres.

<table>
<tr><td rowspan="2">8IN0 3A</td><td>CENTRE NAME:</td><td colspan="2">CENTRE NUMBER:</td></tr>
<tr><td>CANDIDATE NAME:</td><td colspan="2">CANDIDATE NUMBER:</td></tr>
</table>

Admin & Conduct of Text (tick relevant box)	EX	TL
Recording sufficiently clear? (Y/N)		
Candidate Speaking Authentication Sheet (CS3) (Y/N)		
Test conducted correctly		
Test not conducted in accordance with Administrative Requirements		
Specification/Rubric Infringements		

Additional Information (tick relevant box/es)	EX	TL
Test too long		
Test too short (teacher/examiner did not ask sufficient follow-up questions)		
Incorrect stimulus card used		
Too much time spent on T1 (Q4)		
Questions rephrased in T1		
Questioning lacks breadth for K&U (T2)		
Discussion moves away from the sub-theme topic/aspects (T2)		
Further questions not appropriate level (T2)		

Task 1 Card No: _____	EXAMINER MARK	TL MARK	
AO1 INTERACTION	/6	/6	UNIT TOTAL
A02 RESPONDING TO WRITTEN LANGUAGE & SPEECH	/12	/12	
A03 ACCURACY & RANGE OF LANGUAGE	/12	/12	
A04 KNOWLEDGE AND UNDERSTANDING	/12	/12	
TOTAL	/42	/42	
Task 2 Card No: _____	EXAMINER MARK	TL MARK	_/72
AO1 INTERACTION	/6	/6	

A03 ACCURACY & RANGE OF LANGUAGE	**/12**	**/12**
A04 KNOWLEDGE AND UNDERSTANDING	**/12**	**/12**
TOTAL	**/30**	**/30**

Pearson Examiner Name (PRINT)	AA Number:	Date:
Pearson Team Leader Name (PRINT) *If used as part of the monitoring process*	AA Number:	Date:

OR4AL – A LEVEL ORAL FORM: Russian

Examiners must have a copy of **this form**, the **Independent Research Project Form (RP3)** and the **Candidate Speaking Authentication Sheet (CS3)** for the cohort at least three weeks before the exam. This form will be used as part of the Access to Scripts (ATS) service for centres.

9IN0 3A	CENTRE NAME:	CENTRENUMBER:
	CANDIDATENAME:	CANDIDATE NUMBER:

Admin & Conduct of Text (tick relevant boxes	EX	TL
Recording sufficiently clear? (Y/N)		
Independent Research Project Form (RP3) (Y/N)		
Candidate Speaking Authentication Sheet (CS3) (Y/N)		
Test conducted correctly		
Test not conducted in accordance with Administrative Requirements		
Specification/Rubric Infringements		

Additional Information (tick relevant boxes)	EX	TL
Test too long		
Test too short (teacher/examiner did not ask sufficient follow-up questions)		
Incorrect stimulus card used (T1)		
Too much time spent on T1		
Questions rephrased (T1)		
Questioning lacks breadth for K&U (T1)		
Presentation exceeded two minutes (T2)		
Further questions not appropriate level/topic (T2)		

Task 1 Card No: Statement: A B	EXAMINER MARK	TL MARK	
AO1 INTERACTION	/6	/6	
A03 ACCURACY & RANGE OF LANGUAGE	/12	/12	
A04 KNOWLEDGE AND UNDERSTANDING	/12	/12	**UNIT TOTAL**
TOTAL	/30	/30	
Task 2, Part 1	EXAMINER MARK	TL MARK	
AO2 RESPONDING TO WRITTEN LANGUAGE	/12	/12	
Task 2, Part 2	EXAMINER MARK	TL MARK	**_/72**
AO1 INTERACTION	/6	/6	
A03 ACCURACY & RANGE OF LANGUAGE	/12	/12	
A04 KNOWLEDGE AND UNDERSTANDING	/12	/12	
TOTAL	/30	/30	

Pearson Examiner Name (PRINT)	AA Number:	Date:
Pearson Team Leader Name (PRINT) *If used as part of the monitoring process*	AA Number:	Date:

Pearson

Speaking Candidate speaking authentication sheet (CS3)

Centres must complete this document to provide to the visiting examiner, or to include in the materials sent to your Examiner for postal assessment.

Pearson Edexcel Level 3 Advanced Subsidiary GCE	8IN0 3A
	Delete as appropriate
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 as necessary

Pearson

Speaking Candidate speaking authentication sheet (CS4)

Centres must complete this document to provide to the visiting examiner, or to include in the materials sent to your Examiner for postal assessment.

Pearson Edexcel Level 3 Advanced Subsidiary GCE	9IN0 3A
	Delete as appropriate
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 as necessary

Pearson

Independent research project Form (RP3)

Pearson Edexcel Level 3 Advanced GCE in Russian Paper 3	
Centre name:	**Centre number:**
Candidate name:	**Candidate number:**
Examination series:	
Research question/statement:	

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

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

Please continue on a separate sheet if necessary.

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

JCQ/CCA – Consortium Arrangement

JCQ
CIC

**Application for centre consortium arrangements for centre-assessed work
(including Spoken Language Endorsements, GCSE English Language)**

This form is to be used to notify an awarding body of a consortium of centres with joint teaching arrangements **where candidates are entered through different centres.** It will enable the candidates for each specification to be treated as a single group for the moderation of centre-assessed work.

The form is only required if two or more member centres will be entering candidates for work that is centre-assessed.

The centres concerned **must** nominate a consortium co-ordinator who will liaise with the relevant awarding body on behalf of all centres in the consortium. If there are different co-ordinators for different specifications, a form **must** be completed for each specification. **The form(s) must be sent to the relevant awarding body** (**see page 2** for the appropriate address).

Co-ordinator

Name: (please print) ⬜ _____ Based at centre no. ⬜ _____

Address for correspondence: ⬜ _____

⬜ _____

⬜ _____

Telephone: ⬜ _____ E-mail: ⬜ _____

Centres

The following centres are members of the consortium:

Centre no.	Centre name
⬜	⬜
⬜	⬜
⬜	⬜
⬜	⬜
⬜	⬜
⬜	⬜

Awarding Body [____]   Examination Series [____]

Specifications

The following specifications:

- have common teaching arrangements within the consortium;
- will have entries from two or more of the centres in the consortium.

N.B. Only list those specifications with one or more centre-assessed components/units. Please do not list examined components/units.

Level and Subject (e.g. GCE A-level English Literature)	Unit code or component code (e.g. 1212/01)	Centre numbers of all centres involved in the consortium for each subject	Total number of candidates per centre

I undertake to notify the awarding body of any significant changes in the information on this form (i.e. centres added or deleted, specifications added or deleted or any significant increases in numbers of candidates).

Signed: [____]_____   Date: [____]_____

(Consortium Co-ordinator)

Awarding body contact details:

Data Control (F2)
AQA
Devas Street
Manchester
M15 6EX
CentreMarks@aqa.org.uk
Website:
www.aqa.org.uk

Moderation
Section
CCEA
29 Clarendon
Road
Clarendon Dock
Belfast
BT1 3BG
Website:
www.ccea.org.uk

GQ Deployment
Pearson
One90 High Holborn
London
WC1V 7BH
Website:
http://qualifications.pearson.com

GQ Deployment
OCR
Progress House
Westwood Way
Business Park
Westwood Way
Coventry
CV4 8JQ
Website:
www.ocr.org.uk

GCSE/GCE
Moderation
Section
WJEC
245 Western
Avenue
Cardiff
CF5 2YX
Website:
www.wjec.co.uk

Guidance notes concerning centre consortium arrangements

Where candidates from different centres are taught and assessed together, **<u>but will be entered through the centre at which they are on roll</u>**, the relevant awarding body **must** be informed that the centres wish to be treated as a consortium.

Centre consortium arrangements <u>must</u> apply to all the candidates entered for the relevant centre assessed component/unit across all centres in the consortium.

1. For each centre assessed component/unit centres **must** carry out internal standardisation of marking across the consortium.

2. The awarding body will allocate the same moderator to each centre in the consortium and the candidates will be treated as a single group for the moderation of centre-assessed work.

3. Before commencing the moderation process, the awarding body will inform moderators of any consortia in their allocation. A single sample will be selected which includes representative coverage of the range of marks across the whole consortium, normally including the highest and lowest mark within the consortium.

4. Each centre in the consortium will receive a report from the moderator, in addition to a report detailing the allocation of marks.

5. If a consortium submits a request for a review of moderation, the work **must** be available from all the centres in the consortium, as it is the original sample that is reviewed.

6. **Consortium co-ordinators must submit the form to the relevant awarding body by:**

    31st January 2019 for the June 2019 ELC/GCE/GCSE examination series†

    For other qualification types and other examination series during the course of the academic year 2018/2019 the relevant awarding body should be contacted.

    †Where a centre assessed component/unit is subject to visiting moderation, the relevant awarding body must be contacted. The awarding body will advise the centre of the date by which the form must be submitted to them.

<mark>**This form does not need to be completed for the Practical Skills Endorsement, A-level Biology, Chemistry, Geology and Physics.**</mark>