



# **Administrative Support Guide\***

**2018 – 2019**

## **GCSE (9–1)**

Arabic (1AA0)

Chinese (1CN0)

French (1FR0)

German (1GN0)

Greek (1GK0)

Italian (1IN0)

Japanese (1JA0)

Russian (1RU0)

Spanish (1SP0)

Urdu (1UR0)

\*This document must be read in conjunction with the relevant specification(s) as detailed above.

Pearson Edexcel 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 Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please visit our website at [www.qualifications.pearson.com](http://www.qualifications.pearson.com) under the Contact Us link.

If you have any subject specific questions about this document, please contact: [TeachingLanguages@pearson.com](mailto:TeachingLanguages@pearson.com)

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## General Information

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In line with DfE guidelines and OFQUAL regulations, the qualifications listed below are linear qualifications and all candidate work must be externally marked at the end of the course. All papers will be set and marked by Pearson Edexcel, including the speaking assessments and the writing examinations.

The security of the speaking assessment materials must be maintained at all times. The speaking assessment **must** be conducted by a suitable teacher in the centre.

The **five-week** speaking assessment period for 2019 is from Monday 1 April 2019 to Friday 17 May 2019. **These dates allow for a two-week Easter break when no speaking assessments must take place.**

Candidates will be awarded qualification grades on the new **9-1 grading system**. No individual paper grades are formally awarded although notional paper grade boundaries will be available.

There are **no January examination sessions** available for GCSE Modern Foreign Language qualifications.

Papers for all language skills (listening, speaking, reading and writing) will be tiered. For further information, please refer to the specification document and the summary of papers below.

**IMPORTANT:** Mixed tier entry is **not allowed** on these qualifications.

Each candidate must be entered for **one single tier** across all four papers.

### Assessment availability (GCSE 2016 specifications)

Specification	Summer 2019			
	Paper 1	Paper 2	Paper 3	Paper 4
French (1FR0)	✓	✓	✓	✓
German (1GN0)	✓	✓	✓	✓
Spanish (1SP0)	✓	✓	✓	✓
Assessment type	Timetabled exam	1 April to 17 May 2019	Timetabled exam	Timetabled exam

All four papers are compulsory and the written examinations must be sat in one terminal session. Candidates re-sitting the qualification may only carry over the marks from the previous examination series for Paper 2.

### Assessment availability (GCSE 2017 specifications)

Specification	Summer 2019			
	Paper 1	Paper 2	Paper 3	Paper 4
Arabic (1AA0)	✓	✓	✓	✓
Chinese (1CN0)	✓	✓	✓	✓
Greek (1GK0)	✓	✓	✓	✓
Italian (1IN0)	✓	✓	✓	✓
Japanese (1JA0)	✓	✓	✓	✓
Russian (1RU0)	✓	✓	✓	✓
Urdu (1UR0)	✓	✓	✓	✓
Assessment type	Timetabled exam	1 April to 17 May 2019	Timetabled exam	Timetabled exam

All four papers are compulsory and must be sat in one terminal session.

## Summary of Papers

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### Paper 1: Listening and understanding

This is a timetabled examination and is externally assessed by Pearson Edexcel.

1F – Foundation Tier	35 minutes <b>including</b> 5 minutes' reading time	50 Marks
1H – Higher Tier	45 minutes <b>including</b> 5 minutes' reading time	50 Marks

One question paper per candidate (**either** at Foundation Tier **OR** Higher Tier)

### Paper 2: Speaking

This is an internally conducted assessment which is externally assessed by Pearson Edexcel. The assessment must be conducted within the prescribed speaking assessment period as set by Pearson Edexcel. The **five-week** speaking assessment period for 2019 is from Monday 1 April 2019 to Friday 17 May 2019. **These dates allow for a two-week Easter break when no speaking assessments must take place.**

2F – Foundation Tier	7 – 9 minutes <b>plus</b> 12 minutes' preparation time	70 Marks
2H – Higher Tier	10 – 12 minutes <b>plus</b> 12 minutes' preparation time	70 Marks

### Paper 3: Reading and understanding

This is a timetabled examination and is externally assessed by Pearson Edexcel.

#### French, German, Italian, Spanish

3F – Foundation Tier	45 minutes	50 Marks
3H – Higher Tier	1 hour	50 Marks

One question paper per candidate (**either** at Foundation Tier **OR** Higher Tier)

#### Arabic, Chinese, Greek, Japanese, Russian, Urdu

3F – Foundation Tier	50 minutes	50 Marks
3H – Higher Tier	1 hour 5 minutes	50 Marks

One question paper per candidate (**either** at Foundation Tier **OR** Higher Tier)

### Paper 4: Writing

This is a timetabled examination and is externally assessed by Pearson Edexcel.

#### French, German, Italian, Spanish

4F – Foundation Tier	1 hour 10 minutes	60 Marks
4H – Higher Tier	1 hour 20 minutes	60 Marks

One question paper per candidate (**either** at Foundation Tier **OR** Higher Tier)

**Arabic, Chinese, Greek, Japanese, Russian, Urdu**

4F – Foundation Tier	1 hour 15 minutes	60 Marks
4H – Higher Tier	1 hour 25 minutes	60 Marks

One question paper per candidate (**either** at Foundation Tier **OR** Higher Tier)

**REMINDER:** Each candidate must be entered for **one single tier** across all four papers. **Tier entry decisions must be made by the entry deadline date.**

## **Paper 1 (1F / 1H): Listening and understanding**

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This is a timetabled examination and is externally assessed by Pearson Edexcel.

1F – Foundation Tier	35 minutes <b>including</b> 5 minutes' reading time	50 Marks
1H – Higher Tier	45 minutes <b>including</b> 5 minutes' reading time	50 Marks

One question paper per candidate (**either** at Foundation Tier **OR** Higher Tier)

### **Assessment overview**

Candidates are assessed on their understanding of standard target language spoken by one or more speakers in a range of public and social settings.

Candidates will respond to multiple-response and short-answer open response questions based on a recording featuring male and female target language speakers.

Candidates must answer all questions in both sections.

There is no requirement for candidates to produce written responses in the target language.

### **Foundation tier**

**Section A** is set in English. The instructions to candidates are in English.

**Section B** is set in the target language. The instructions to candidates are in the target language.\*

### **Higher tier**

**Section A** is set in the target language. The instructions to candidates are in the target language.\*

**Section B** is set in English. The instructions to candidates are in English.

\*For Chinese (1CN0 1F/1H) and Japanese (1JA0 1F/1H) all instructions to candidates and questions are set in English.

### **Instructions to centres**

- You must carefully check that each candidate receives the correct paper, either at foundation or higher tier. The paper the candidate receives must match the tier at which the candidate has been entered.
- Candidates must use a black ink or black ball-point pen. They must not use pencil.



**Dictionaries are NOT allowed in any part of this examination.**

### **Listening examination recordings\***

Two CD recordings of the listening examination will be dispatched automatically to each registered centre with entries for both tiers, prior to the examination. One CD will be sent per 20 candidates entered for the different tiers\*. If your centre only has entries for either foundation tier or higher tier, then one CD will be sent per 20 candidates entered. Immediately upon receipt, the CDs should be securely locked away until needed for the examination. The CDs **must only** be checked **one hour before the examination** in secure conditions to ensure that they are not defective. **Under no circumstances should any CDs be removed from the centre.** This will be indicated on the CD packaging.

Quality controls have been introduced into both the production and checking of the CDs used for the listening examinations, so there is no need for centres to check the recording significantly in advance of an examination.

Please note that the recordings for both the Foundation and Higher tier are found on **one CD**. The label on top of the CD will clearly state the track number for the start of the Foundation Tier examination recording and the specific track number for the start of the Higher Tier examination recording. **You must carefully check that the correct recording is set to play for the appropriate tier.**

\*For Chinese (1CN0 1F/1H) you will receive recordings of the listening examination in either Cantonese or Mandarin – one CD per 20 candidates entered depending on the number of entries for either Cantonese or Mandarin.

## Requesting additional CDs

As the CD recordings for the listening examination are secure material, the numbers of copies produced are restricted. However, if your centre plans to use more than two rooms or you have candidates who require scribes, it is possible to request further CDs via the following process:

Email a scanned letter-headed request to [QPD@pearson.com](mailto:QPD@pearson.com)

### **This letter needs to include:**

- Exactly which CD(s) are required
- How many are required
- The reason for requesting additional CDs (e.g. scribes/split sites/damaged package, etc.)
- Name and job role of person submitting request

Colleagues at Pearson Edexcel will consider each request for each additional CD and contact the centre if their request has not been approved.

## MP3 Recordings

Increasingly, centres prefer to use digital recordings for the listening assessments. You can access these if you sign up to our special **secure download service**. MP3s of the listening examination recordings will be available for **secure download** 24 hours before the scheduled examination (or on the Friday if the examination is scheduled for a Monday).

**AM exam** – MP3 recording will be accessible from 9am (24 hours ahead of the scheduled examination).

**PM exam** – MP3 recording will be accessible from 1.30pm (24 hours ahead of the scheduled examination).

## Transcripts of recordings

A transcript of the recording will be available **one hour** before the examination via the secure download service (either 8am or 12.30pm on the day of the examination). No paper copies of transcripts can be issued.

## Secure Download Service

To access recordings via the **secure download service** (SDS), your centre must have registered for this.

Your examinations officer needs to have signed up for this service sufficiently in advance of when the exams are due to take place. This special service is accessed through Edexcel Online and not through the Pearson qualifications website, so you will be unable to access these live materials in the same way that you do for other locked, password-protected materials on the website (such as recent past papers).

### How to register for secure downloads

1. Log on to **Edexcel Online** (EOL).
2. Select 'Secure download service' on the left-hand side.
3. Check that the GMT and daylight saving time settings displayed are correct for your location.
4. Click the 'Request access' button.
5. An email will now be sent to the email address we hold for you on Edexcel Online. The subject title of this email is '**Edexcel Secure Download Service: Access Granted email 1 of 2**'.
6. On this email follow the link called '**Activate service**'.
7. You will be asked to confirm that you have read and agreed to the terms and conditions. There are new elements in the terms and conditions that we ask you take note of.
8. If you agree to the terms and conditions, tick the confirmation box and the '**Activate service**' button will now become active.
9. Click on the '**Activate service**' button and a second email will be sent to your Edexcel Online email address. The subject title of this email is '**Edexcel Secure Download Service Activated: email 2 of 2**'.

**You have now registered.**

**Do not delete this second email, as it provides the link by which you will access the secure material.**

If you have followed all of the instructions but are still experiencing difficulties, contact [qpd@pearson.com](mailto:qpd@pearson.com).

## Accessing content

1. Ensure you are logged in to **Edexcel Online**.
2. Open the email called '**Edexcel Secure Download Service Activated: email 2 of 2**' that we sent you when you registered.
3. Follow the '**access materials**' link in this email.
4. A screen will now display showing the items available for you to download.
5. Click '**Download**' against the item you need and then select the location on your network to which you wish the item to be saved.
6. Follow any onscreen instructions.
7. Once finished, log out of Edexcel Online and close the email.

### **Please check that any pop-up blockers are switched off.**

If you have followed all of the instructions but are still experiencing difficulties, contact [qpd@pearson.com](mailto:qpd@pearson.com).

## Equipment and examination conditions

The conduct of all listening examinations must take place in suitable conditions so that candidates are not disadvantaged. Equipment used should be of good quality so that all candidates are able to hear the recording clearly.

The organisation of examining rooms is a matter for individual centres although the [Joint Council for Qualification \(JCQ\)](#) has produced related guidance. **It is, however, recommended that candidates are, wherever possible, examined in groups no larger than the size of their normal language class.** The use of very large rooms (particularly where only modest playback equipment is available) is to be avoided wherever possible. The volume should be set at a level which is comfortably within the capabilities of the equipment and the tone controls (where available) should be adjusted to give clear undistorted sound. Invigilators are reminded that distractions such as opening doors or extraneous noise are likely to be far more significant than in an ordinary written paper.

## Reading time

The five minutes' reading time permitted to candidates has been incorporated into the listening examination recording. Candidates must use these five minutes of reading time to read through the paper and to become familiar with the length and layout of the paper. Candidates may make notes or highlight key words on the question paper during this time, although they must not do this in (or near to) the

answer boxes/spaces.

### **Playing the recording**

The recording must be started at the beginning of the timed examination. The five minutes' reading time is a part of the recording (there is a five minute silence within the recording) and, as the recordings are also pre-paused, **they must not be paused or stopped once started.**

Each extract will play twice. There will be pauses to allow each candidate sufficient time to write their response to each question (or part of a question) and to read the next question.

If the recording finishes before the allocated examination time, candidates may use any remaining time to check their answers. The examination must not exceed the allocated time which is stated on the front cover of the question paper.

**REMINDER:** Each candidate must be entered for **one single tier** across all four papers. **Tier entry decisions must be made by the entry deadline date.**

## **Paper 2 (2F / 2H): Speaking**

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### **Speaking assessment window**

Centres must conduct the speaking assessments between **1 April 2019 and 17 May 2019**. **These dates allow for a two-week Easter break when no speaking assessments must take place.**

Speaking assessments for each **language, tier and qualification** must take place on consecutive days unless there are extenuating circumstances communicated in advance **and** approved by the GCSE MFL Team at Pearson at [languagesassessment@pearson.com](mailto:languagesassessment@pearson.com)

All speaking assessment recordings and associated paperwork must be despatched to the Pearson Edexcel allocated examiner no later than **17 May 2019**.

### **Secure assessment materials**

The speaking assessment is comprised of three consecutive tasks.

The tasks must be conducted in the following order:

**Task 1:** Role play, **Task 2:** Picture-based task, **Task 3:** Conversation

The assessment scenarios (stimulus cards) for the role play and picture-based tasks, 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 despatched to centres in March 2019. Upon receipt, the materials **must be kept securely locked and inaccessible** until a minimum of three working days before the start of the prescribed five week speaking assessment period.

The pack may be opened **three working days** before the start of the prescribed five week speaking assessment period.

**The pack must not be opened before 27 March 2019.**

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 GCSE 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 five week 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 28 JUNE 2019**.

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 more than three working days before the start of the speaking test window

### Speaking assessment timings

Foundation Tier		Higher Tier	
<b>Preparation time</b>	12 minutes	<b>Preparation time</b>	12 minutes
<b>Task 1 – Role play</b>	1 – 1.5 minutes	<b>Task 1 – Role play</b>	2 – 2.5 minutes
<b>Task 2 – Picture-based task</b>	2.5 – 3 minutes	<b>Task 2 – Picture-based task</b>	3 – 3.5 minutes
<b>Task 3 – Conversation</b>	3.5 – 4.5 minutes	<b>Task 3 – Conversation</b>	5 – 6 minutes
<b>Overall timings</b>	7 – 9 minutes (+12 minutes' preparation)	<b>Overall timings</b>	10 – 12 minutes (+12 minutes' preparation)

Further important information on timings is provided in the FAQs available on the Pearson website. A link to the FAQs has been provided in the Appendix E.

## Assessment

It is expected that the teachers delivering the qualification will also conduct the speaking assessments.

Should the regular teacher-examiner become unexpectedly unavailable for the duration of the prescribed speaking assessment window, it is the centre's responsibility to arrange for a suitable replacement teacher-examiner to conduct the assessments at the centre prior to the submission deadline date.

### Task 1 – Role play

Each set of Pearson Edexcel speaking assessment materials will include ten different role plays for each tier.

Each role play consists of two cards – one for the candidate and one for the teacher-examiner, which will be in a bound booklet.

#### Teacher-examiner card

The teacher-examiner cards contain instructions on how to conduct the role play and the **exact** questions to ask.

Teacher-examiners should read the role play scenario in the target language (using the correct masculine or feminine form where appropriate) prior to asking the first question.

#### Candidate card\*

The candidate cards include prompts as a guide and highlights where the candidate needs to ask a question (indicated by the symbol '?') and where an unpredictable question is posed to them by the teacher-examiner (indicated by the symbol '!').

The candidate cards each contain instructions in English and the task in the target language. The context of the role play is provided in both English and the target language. Candidates must read both sections fully to support understanding of each bullet point.

Teacher-examiners must be very careful to ensure that the correct cards are allocated. The cards will have 'Foundation' or 'Higher' tier clearly marked on them.



## **Task 2 – Picture-based task**

Each set of Pearson Edexcel speaking assessment materials will include ten different picture-based tasks for each tier.

Each task consists of two cards – one for the candidate and one for the teacher-examiner, which will be in a bound booklet

### **Teacher-Examiner card**

The teacher-examiner cards contain instructions on how to conduct this task and the five questions to ask the candidate. Teacher-examiners are allowed to repeat questions twice (i.e. utter each question three times in total) and if appropriate, use the set prompts to enable candidates to give a developed response. Teacher-examiners must not deviate from the set questions or prompts.

### **Candidate card\***

**Foundation tier** - candidates are provided with a picture and five bullets in the target language to help them prepare for the five questions that will be asked during the assessment. Candidates are allowed to ask for questions to be repeated and should do so in the target language.

**Higher tier** - candidates are provided with a picture and five bullets in the target language to help them prepare for the five questions that will be asked during the assessment. The final bullet is marked by the symbol '!' to denote one unpredictable question. Candidates are allowed to ask for questions to be repeated and should do so in the target language.

\*For Chinese (1CN0 2F/2H) and Japanese (1JA0 2F/2H) all information and instructions on the candidate cards will be provided in English only.

Teacher-examiners must be very careful to ensure that the correct cards are allocated. The cards will have 'Foundation' or 'Higher' tier clearly marked on them.

### Task 3 – Conversation

The first part of the conversation opens with the *topic* chosen by the candidate. The candidate may choose to focus on any aspect(s) of the topic as each has a number of different features.

To enable them to make a confident start, the teacher-examiner should allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute. The teacher-examiner continues the conversation on the chosen topic and then may move on to other topics within the same theme, if necessary, to ensure that candidates use the recommended time for this task most effectively. Although a candidate may present their chosen topic with a short introduction or overview, this first conversation must not be regarded as a presentation task and must involve spontaneous interaction. The second part of the conversation is based on a different theme allocated by Pearson and may cover any of the topics across that single theme.

Teacher-examiners must ensure that an equal amount of time is allocated to both parts of the conversation.

Teacher-examiners must **NOT** prepare a specific list of questions with their candidates in advance of the speaking assessment for Task 3. Questions asked should flow naturally and follow logically from the content that arises. The conversations must not be a series of standardised questions and answers.

#### Candidate selection of topic for Task 3 – Conversation Part 1

The choice of topic must be agreed between the candidate and the teacher, and must be selected **no later than two weeks** before the assessment takes place. Teachers must not set topics for candidates for the first part of the conversation and **teachers must encourage each candidate to choose a topic of personal interest from all of those available**. It is the centre's responsibility to ensure that candidates do not all select topics from the same theme for Conversation Part 1.

## Access to secure materials

Candidates are permitted **12 minutes' preparation time**, under **supervised conditions** for Tasks 1 and 2, immediately prior to the assessment. The purpose is to consider the prompts for the role play and picture-based scenarios allocated.

Candidates must **only** be provided with the stimuli cards at the start of the preparation time. They must not know the numbers of the stimuli cards allocated to them in advance of the preparation time.

The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).

Candidates are permitted to make notes (up to a maximum of one side of A4 for both Tasks 1 and 2 combined) on the **CN2** form during this period and they can refer to them during the role play and picture-based assessment tasks, but not during the conversation task.

Candidates must **not** make notes on the stimuli cards given to them.

Candidates **must return their notes and stimuli cards** to the teacher-examiner before commencing Task 3 (conversation). The notes should be for reference only and candidates are advised not to read out whole, prepared sentences in answer to questions. Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and assessment time.

## Sequencing grid

Teacher-examiners must adhere to the **Sequencing grid** provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the theme for the second part of the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.

The speaking assessment must begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.

At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson Edexcel using the sequencing grid.

At the end of the picture-based task, the speaking assessment will move to the conversation.

Transitions between tasks must be conducted in the target language.

Further information, along with the sequencing grid for each tier have been provided in the **'General instructions to the teacher' booklet** accompanying the secure assessment materials.

**Please note that the sequencing grids will differ for each language and tier.**

### **Recording requirements**

It is recommended that speaking assessments are recorded digitally. Pearson Edexcel **only** accepts recordings in the following formats:

- .mp3 (at least 192 kbit/s)
- .wav
- .wma

These must be submitted on a USB memory stick.

If centres record the speaking assessment in a different digital format (e.g. .m4a), they must convert the recording to one of the above listed accepted formats before submitting to the examiner allocated to the centre by Pearson Edexcel.

All recordings must be clearly labelled so that the centre and candidates can be easily identified. Please use the following labelling convention **'Candidate Number\_Candidate Name\_Centre\_Unit\_Tier\_Series'** when labelling each recording:

For example, **0021\_Joe Bloggs\_12345\_1FR0\_2F\_1906**

Complete, unedited recordings of all assessments must be submitted to Pearson Edexcel examiners for external marking on USB.

**General Data Protection Regulation (GDPR):** There is no requirement for the USB recordings of candidate speaking assessments to be produced in an encrypted format. If, however, you wish to submit USBs in this format to your allocated examiner, you are welcome to do so, but you must also send the encryption code or password separately to your examiner together with the following information:

- Your Centre number
- Qualification unit code
- Paper number

You are advised to send both the recordings and separate encryption information by tracked mail and to retain a copy of these in your centre until October 2019.

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

#### **REMINDERS:**

- Pearson Edexcel do **NOT** provide USBs
- Centres must **NOT** use more than one method to record the speaking assessments
- Centres **MUST** ensure that each candidate's complete speaking assessment (Task 1, Task 2 and Task 3) is recorded as a single separate track
- Centres **MUST** include a fully completed hard copy printout of the CS2 form (an editable word version will be available on the Pearson website) on which candidate and teacher-examiner signatures **MUST** be captured
- Centres **MUST** also include a fully completed (excluding signatures) electronic version of the CS2 form on the USB
- USB's will automatically be returned back to UK centres from October. International centres will have to request these by emailing [internationalcoursework@pearson.com](mailto:internationalcoursework@pearson.com)

## **IMPORTANT**

Centres must check that the speaking assessments have recorded fully before dispatching to the examiner. We strongly recommend that you make a copy of the assessment recordings and the accompanying paperwork (CS2) before submitting to Pearson Edexcel.

If, upon receipt of the USB, the examiner discovers that the speaking assessments have not recorded then they will contact the centre for a replacement.

If the centre does not have another copy, and it is still within the prescribed assessment window, then the centre must urgently contact the GCSE Modern Foreign Languages Assessment Team at Pearson Edexcel for further advice – please email [languagesassessment@pearson.com](mailto:languagesassessment@pearson.com).

If it is after the speaking assessment window has ended, then the centre must apply for special consideration.

### **Accommodation and recording equipment**

As quiet a room as possible 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).

Please note that centres must supply their own recording equipment. 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 tested prior to use.**

## **Recording of candidates**

**All** candidates must be recorded. Please ensure recording equipment is positioned to pick up the candidate voice clearly.

Please ensure that the following points are adhered to when conducting speaking assessments:

- The recording equipment should be switched on, the candidate name and number announced.
- The three speaking tasks should be recorded consecutively without a break in between. However, teacher-examiners should make it clear in the target language when one task has finished and the next is beginning.
- Candidates may bring into the examination room brief notes (one side of A4 sheet of paper for Tasks 1 and 2 combined). Although bulleted notes are preferred, candidates may write in full sentences but must be discouraged from reading out sentences. All stimulus cards and candidate notes must be handed over to the teacher-examiner before Task 3 commences.
- When introducing the topic for Task 3 – Conversation Part 1, candidates may speak for up to a maximum of one minute.

If a question is not understood after two repetitions move on to the next question - further attempts may just confuse or discourage the candidate.

### **For Task 3 – Conversation:**

Listen carefully to the candidate's answers and relate subsequent questions to the information provided.

Do comment and respond naturally but briefly to what the candidate says.

Avoid yes/no questions except as a lead-in to something more challenging.

Ensure that questions allow candidates to achieve their maximum potential e.g. by covering a range of tenses/time references and opinion as appropriate within the prescribed time for the conversation.

## Reminder

- Never correct a candidate's language, however inaccurate, during an assessment.
- Avoid finishing sentences for candidates except where it would be in their interest to move on to something else.
- At the end of the test the teacher-examiner must check that the test has been recorded before moving on to the next candidate.

### **It is essential to check the following carefully:**

- The recording device is correctly set up and that recording takes place successfully
- Extraneous noise is kept to a minimum
- The device is switched on at the start of the assessment and switched off at the end
- That at the start of every new USB the language, USB number, centre name and number and teacher's name are announced
- The candidate's name and number are announced at the start of each assessment
- That the conclusion of the preceding task has been noted by the teacher-examiner and commencement of the next task has been clearly announced
- Recordings of previous candidates have not been accidentally erased.



## Checklist for conduct of speaking assessments

<b>At this point:</b>	<b>Announce this on recording:</b>	<b>Action this:</b>
At the start of each USB	"GCSE _____ ( <i>announce language</i> ) Paper 2 Speaking Assessment for Summer 2019, _____ Tier ( <i>announce Foundation or Higher Tier</i> ), teacher-examiner _____ ( <i>announce your name</i> ), centre name _____ ( <i>announce centre name</i> ), centre number _____ ( <i>announce centre number</i> )."	On the USB label write your centre name and number, the language, specification number and teacher-examiner name.
At the start of each candidate's assessment	"Candidate _____ ( <i>announce candidate name</i> ), candidate number _____ ( <i>announce candidate number</i> )."  <b>Then in the target language announce</b> "This is Task 1 – Role play"	Start the assessment. Do NOT pause or stop the recording equipment during the recording.
At the end of Task 1 <b>(announce in the target language)</b>	"Task 1 – Role play is complete. We will now move on to Task 2 – Picture-based task."	Do NOT pause or stop the recording equipment during the recording.
At the end of Task 2 <b>(announce in the target language)</b>	"Task 2 – Picture-based task is complete. We will now move on to Task 3 – Conversation."	Do NOT pause or stop the recording equipment during the recording. Collect the stimuli cards and candidate notes.
At the end of Task 3 for each candidate	"End of assessment"	Check that the assessment has been recorded clearly and audibly. Reset the controls ready to record the next candidate.
After the last candidate	"The assessments continue on USB number _____ ( <i>state number</i> )."	Check that all the requested details have been provided on the USB label.

If a recording fails or is unsatisfactory in terms of audible quality, the candidate must be re-examined immediately using different stimulus material. If the examiner contacts the centre regarding a failed recording then the centre must contact [languagesassessment@pearson.com](mailto:languagesassessment@pearson.com) for further advice.

In all situations where there is doubt over the adequacy of recordings Pearson Edexcel must be consulted immediately: [languagesassessment@pearson.com](mailto:languagesassessment@pearson.com)

### **IMPORTANT**

Recording equipment must **NOT** be stopped during a speaking assessment. If an emergency makes this unavoidable, a formal note on centre headed paper must be sent immediately via email to **FAO: GCSE MFL QDAM** at [languagesassessment@pearson.com](mailto:languagesassessment@pearson.com), explaining the circumstances and any subsequent action taken.

### **Submission of candidate assessments**

Assessment recordings must be sent to the examiner as soon as all speaking assessments have been carried out.

Centres should send all USBs to the appropriate examiner with the relevant Candidate Speaking Assessment Record Form(s) (CS2). There must be a separate record form for each tier, and the record forms must contain all the appropriate centre and candidate details - correct candidate numbers are essential. Ideally, the candidates should be listed on the forms in candidate number order.

Please note that the hard copy CS2 form(s) must be signed by the teacher-examiner and all candidates listed on the form.

The electronic copy of the CS2 form(s) must be fully completed but does not need to be signed.

Every USB must be numbered and clearly labelled with centre name and number and the language being examined.

## **Despatch of materials to the examiner**

Computer printed address labels should be supplied on the attendance registers, showing the name of the examiner along with the specification and paper number.

As soon as all materials are ready and within two working days of the completion of assessment within the language concerned, materials must be despatched to the examiner. This must include:

- the TOP TWO COPIES of the Attendance Register (bottom copy to be retained by the centre)
- all recordings accompanied by both the hard copy signed Candidate Speaking Assessment Record Forms (CS2) and the electronic version

Where the size of the candidature makes it necessary to submit multiple USBs, they should be numbered clearly on the USB stick (e.g. USB 1 of 2). A separate USB must be submitted for each tier.

Where multiple teacher-examiners have conducted assessments for the same tier and language, it is recommended that a separate folder is created and clearly labelled on the USB. For example, USB 1 contains the assessment recordings for three different teaching classes for 1FR0 2F, then there should be a separate folder for each teaching class with the speaking assessment recordings for the candidates in that class listed in candidate number order. The CS2 form must also be annotated to clearly identify which folder of recordings it corresponds to.

For example:

### **USB 1 – 1FR0 2F**



1FR0 2F – Teaching Class 1

**CS2 Form** must be annotated with '**USB 1 – 1FR0 2F – Teaching Class 1**'

**Centres should arrange traceable postage of submissions.**

**Dictionaries are NOT allowed in any part of this examination.**

**REMINDER:** Each candidate must be entered for **one single tier** across all four papers. **Tier entry decisions must be made by the entry deadline date.**

## Paper 3 (3F / 3H): Reading and understanding

This is a timetabled examination and is externally assessed by Pearson Edexcel.

### French, German, Italian, Spanish

3F – Foundation Tier	45 minutes	50 Marks
3H – Higher Tier	1 hour	50 Marks

One question paper per candidate (**either** at Foundation Tier **OR** Higher Tier)

### Arabic, Chinese, Greek, Japanese, Russian, Urdu

3F – Foundation Tier	50 minutes	50 Marks
3H – Higher Tier	1 hour 5 minutes	50 Marks

One question paper per candidate (**either** at Foundation Tier **OR** Higher Tier)

### Assessment overview

Candidates are assessed on their understanding of the target language in writing across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Candidates are required to respond to multiple-response and short-answer questions based on these texts.

Candidates must answer all questions in each of the three sections:

**Section A** is set in English. The instructions to candidates are in English.

**Section B** is set in the target language. The instructions to candidates are in the target language.\*

**Section C** is a translation passage from the target language into English with instructions in English.

\*For Chinese (1CN0 3F/3H) and Japanese (1JA0 3F/3H) all instructions to candidates and questions are set in English.

### Instructions to centres

- You must carefully check that each candidate receives the correct paper, either at foundation or higher tier. The paper the candidate receives must match the tier at which the candidate has been entered.
- Candidates must use a black ink or black ball-point pen. They must not use pencil.

**Dictionaries are NOT allowed in any part of this examination.**

**REMINDER:** Each candidate must be entered for **one single tier** across all four papers. **Tier entry decisions must be made by the entry deadline date.**

## Paper 4 (4F / 4H): Writing

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This is a timetabled examination and is externally assessed by Pearson Edexcel.

### French, German, Italian, Spanish

4F – Foundation Tier	1 hour 10 minutes	60 Marks
4H – Higher Tier	1 hour 20 minutes	60 Marks

One question paper per candidate (**either** at Foundation Tier **OR** Higher Tier)

### Arabic, Chinese, Greek, Japanese, Russian, Urdu

4F – Foundation Tier	1 hour 15 minutes	60 Marks
4H – Higher Tier	1 hour 25 minutes	60 Marks

One question paper per candidate (**either** at Foundation Tier **OR** Higher Tier)

### Assessment overview

Candidates are assessed on their ability to communicate effectively through writing in the target language for different purposes and audiences. Candidates are required to produce responses of varying lengths and types to express ideas and opinions in the target language.

The instructions to candidates are in the target language. Recommended word counts are specified for each question. Candidates must answer all questions and, select from one of the two optional questions where appropriate.

### Foundation tier

Three open response questions and one translation into the target language.

### Higher tier

Two open response questions and one translation into the target language.

### Instructions to centres

- You must carefully check that each candidate receives the correct paper, either at foundation or higher tier. The paper the candidate receives must match the tier at which the candidate has been entered.
- Candidates must use a black ink or black ball-point pen. They must not use pencil.

**Dictionaries are NOT allowed in any part of this examination.**

## **Access Arrangements and Reasonable Adjustments**

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Before an examination or assessment, you can apply for access arrangements on behalf of a candidate with special needs. Access arrangements aim to meet the particular needs of an individual candidate without affecting the integrity of the assessment.

Access arrangements allow candidates to show what they know and can do without changing the integrity or the demands of the assessment, for example by using a reader or scribe.

Access arrangements are approved before an examination or assessment and they allow candidates with special educational needs, disabilities or temporary injuries to access the assessment.

Special needs could include:

- candidates with known and long-standing learning difficulties
- candidates with physical disabilities, permanent or temporary
- candidates with sensory impairment
- candidates whose first language is not English, Irish or Welsh
- candidates who have difficulties at, or near, the time of assessment that may have affected their performance in the assessment.

For GCSE use the JCQ Access Arrangement Online tool, accessible via **Edexcel Online**, to make an application.

If your application is not approved, you may refer it electronically to Pearson Edexcel. This will go to the Special Requirements team in Pearson, with any additional information for review.

### **For centres outside the UK**

Centres outside the UK are not permitted to use the JCQ Access Arrangement Online tool. Therefore, please submit access arrangements **Form 1 or Form 8** to Pearson Edexcel by fax or email.

Fax: **020 7190 5606**

Email: **[uk.special.requirements@pearson.com](mailto:uk.special.requirements@pearson.com)**

## Reasonable adjustment

Reasonable adjustment can help reduce the effects of a disability or difficulty that puts the candidate at a substantial disadvantage in an assessment.

Reasonable adjustments cannot affect the integrity of assessment outcomes, or give the candidate an assessment advantage over other candidates undertaking the same or similar assessments.

Each application will be considered individually in light of the candidate's needs. The response will relate primarily to the effect the requested adjustment may have on the assessment objective being tested in the qualification.

## Paper 1 Listening Examinations

### Extra time

Where extra time is to be made available to a candidate in his/her examinations, the centre must ensure that appropriate invigilation and timetabling arrangements are in place.

Please note that CDs or MP3 recordings with the extra time included will not be available.

If the centre wishes to administer the extra time by an invigilator manually pausing the CD, the centre must ensure there are sufficient CDs available at the centre to facilitate the examinations in line with the centre's timetabling arrangements.

MP3 recordings made available via the Secure Download Service may be used for purposes of administering extra time. Appendix C provides guidance on how the extra time may be administered by the invigilator during the examination.

### Live speaker

Where a live speaker is to be provided to the candidate, this should, wherever possible, be the candidate's subject or specialist teacher. However, an invigilator **must be present** in the examination room **at all times**.

The live speaker should be allowed access to the CD/MP3 recording or the transcript, **one hour before the published starting time** for the examination. This is to allow time for the live speaker to prepare. It may be necessary to delay the start of the examination for the candidate(s) concerned. The candidate(s) must be placed under centre supervision whilst the live speaker prepares for the examination.

To access the transcript or the MP3 recording, the centre must register for the **Secure Download Service**.

## **Paper 2 Speaking Assessment**

Please note that whilst extra time may be granted for the 12 minute preparation time of Paper 2 Speaking assessments, it may not be appropriate to apply extra time to the actual timings of the speaking assessment. The speaking assessment timings for each task (and total timings for the speaking assessment as a whole) already offer some flexibility wherein the candidate has the opportunity to speak for the maximum permitted time, where the minimum time may not be sufficient. Furthermore, extra time for the speaking assessment timings may cause additional pressure and prove counterproductive for the candidate.

Please ensure full details of the candidate's requirements, including their usual way of working and your observations on what has helped make the assessment suitably accessible (based on mock assessments of the speaking component) are included with any requests submitted for extra time for the speaking assessment.

## **Supervised breaks**

The timing of the examination should be paused and re-started when the candidate is ready to continue. During the supervised rest break the candidate must not have access to the question paper/answer booklet. If the candidate needs to leave the examination room, an invigilator must accompany the candidate. There is no maximum time set for supervised rest breaks. The decision must be made by the SENCo based on their knowledge of the candidate's needs and the candidate's normal way of working when placed under timed conditions. The duration of the supervised rest break should ideally be determined by the SENCo before the start of the examination series.

For more information about access arrangements and reasonable adjustments please visit the Pearson [access arrangements](#) webpage, and also see the **JCQ [Access Arrangements and Reasonable Adjustments 2018 - 2019](#)** document.



APPENDIX A

CANDIDATE SPEAKING ASSESSMENT RECORD FORM (CS2)



Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Arabic/ Chinese/ French / German / Greek/ Italian/ Japanese/ Russian/ Spanish/ Urdu (\*please delete as appropriate)

Centre Name: <b>EXAMPLE SCHOOL</b>	Centre No. <b>12345</b>	Paper Tier <b>2F</b>	Series <b>June 2019</b>
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Cand No.	Candidate Name	Declaration and Permission	Role Play			Picture-based Task				Conversation						Totals			
		Signature	Card No	Exam Mark	TL Mark	Card No	Exam Mark	TL Mark	Theme 1	Theme 2	Exam Mark			TL Mark			Exam Total	TL Total	
						CC	LKA	CC	LKA			CC	IS	LKA	CC	IS	LKA		
<b>0021</b>	<b>JOE BLOGGS</b>		<b>FR2</b>			<b>FP5</b>				<b>3</b>	<b>2</b>								

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

Teacher- Examiner Name (Block capitals)	Teacher- Examiner Name Signature	Date
<b>JOHN SMITH</b>		<b>25/04/2019</b>

AA Name (Block capitals)	AA No.	Team Leader Name (Block capitals)	Team Leader No.

Please photocopy and continue on a separate sheet as necessary.  
**Please do not write in the shaded boxes - these areas are for Pearson Examiner use only.**  
 This is an editable word version to facilitate administration in centres.

**SPEAKING ASSESSMENT CANDIDATE NOTES FORM (CN2)**

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in

Arabic / Chinese / French / German / Greek / Italian / Japanese / Russian / Spanish / Urdu

(\*please delete as appropriate)



**Candidate Name:** \_\_\_\_\_

**Candidate No.** \_\_\_\_\_

**Centre Name:** \_\_\_\_\_

**Centre No.** \_\_\_\_\_

You can produce up to a single A4 side of notes for Task 1 and Task 2 combined. Notes should appear in bullet point format and full words must be used (codes are not acceptable).

<b>Series</b>	
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## Guidance on Administering Extra Time for Listening Examinations

Where extra time has been approved and is to be made available for a candidate for the listening exam, the centre must ensure that appropriate invigilation and timetabling arrangements are in place.

The approved extra time should be **distributed as required in line with the candidate's needs**, and must not exceed the total time allowed.

The invigilator will be required to manually pause the CD or mp3 recording to administer the appropriate additional time for the candidate.

The duration of extra time permitted must be calculated based on the actual examination time for that specific paper. This will involve calculating what the percentage of extra time equates to in terms of total amount of extra time in seconds. Using this information the centre must then decide how best to distribute the total number of extra seconds across the paper.

## Foundation Tier

Please find below an example of how 25% extra time for a Foundation tier candidate **could** be administered:

Foundation (1F)	Paper time
Regular timing	35 mins
25% extra time	8 mins 45 secs
Total with 25% extra	43 mins 45 secs

1. The invigilator presses play and starts the timed examination
2. The five minutes reading time on the recording comes to an end
3. The invigilator pauses the recording for 11 seconds
4. The invigilator un-pauses the recording
5. After the extract for Question 1 has played fully for the first time, following the final single beep sound, the invigilator pauses the recording for 18 seconds
6. The invigilator un-pauses the recording
7. After the extract for Question 1 has been repeated in full, following the final double beep sound, the invigilator pauses the recording for 18 seconds
8. The invigilator un-pauses the recording
9. The invigilator repeats steps 5 – 7 for all remaining questions on the paper
10. The invigilator pauses the recording for 10 seconds at the end of the examination, ensuring that the total duration of the examination does not exceed 43 minutes and 45 seconds.

## Higher Tier

Please find below an example of how 25% extra time for a Higher tier candidate **could** be administered:

<b>HIGHER (1H)</b>	Paper time
Regular timing	45 mins
25% extra time	11 mins 15 secs
Total with 25% extra	56 mins 15 secs

1. Invigilator presses play and starts the timed examination
2. 5 minutes reading time on the recording comes to an end
3. Invigilator pauses the recording for 38 seconds
4. Invigilator un-pauses the recording
5. After the extract for Question 1 has played fully for the first time, following the final single beep sound, the invigilator pauses the recording for 30 seconds
6. Invigilator un-pauses the recording
7. After the extract for Question 1 has been repeated in full, following the final double beep sound, the invigilator pauses the recording for 30 seconds
8. Invigilator un-pauses the recording
9. Invigilator repeats steps 5 – 7 for all remaining questions on the paper
10. Invigilator pauses the recording for 37 seconds at the end of the examination, ensuring that the total duration of the examination does not exceed 56 minutes and 15 seconds.

# APPENDIX D

## Checklist – Paper 1 Listening

1F – Foundation Tier (35 minutes **including** 5 minutes' reading time)

1H – Higher Tier (45 minutes **including** 5 minutes' reading time)

### Before the exam

- Upon receipt of the CDs from Pearson Edexcel, store securely until the scheduled exam
- If necessary, request additional CDs (page 10)
- If desired, download MP3 recordings **24 hours before** the scheduled exam (page 11)
- Check the CDs **one hour before** the scheduled exam in secure conditions
- Check playback equipment
- Check each candidate has received the correct paper (Foundation Tier or Higher Tier)
- Ensure the correct recording is set to play (Foundation Tier or Higher Tier)

### During the exam

- Play the recording at the beginning of the scheduled exam (do not pause or stop)
- Candidates to use 5 minutes' reading time to familiarise themselves with the paper
- Candidates may make notes on the paper during the 5 minutes' reading time
- Any time after the recording has finished can be used to check answers

## Checklist – Paper 2 Speaking (1 April 2019 – 17 May 2019)

1F – Foundation Tier (7–9 minutes **plus** 12 minutes' preparation time)

- role play: 1–1.5 minutes; picture-based task: 2.5–3 minutes; conversation: 3.5–4.5 minutes

1H – Higher Tier (10–12 minutes **plus** 12 minutes' preparation time)

- role play: 2–2.5 minutes; picture-based task: 3–3.5 minutes; conversation: 5–6 minutes

### Before the assessment

- Upon receipt of speaking materials from Pearson Edexcel, store securely
- Agree candidates' topic choices for conversation part 1 **two weeks** before assessment
- Open materials **3 working days** before the start of the prescribed five week assessment period
- If desired, Exam Officer to print additional copies **3 working days** before the start of the prescribed five week assessment period
- Plan speaking assessments using sequencing grid
- Test recording equipment

### In the preparation room

- Give candidate allocated stimulus cards and blank CN2
- Candidate to sign CS2 form

### During the assessment

- Switch on recording equipment
- Announce candidate name and number
- Conduct transitions between tasks in the target language
- Take stimulus cards and notes (CN2) from candidate on completion of the picture-based task
- On completion of the assessment, announce 'End of assessment'
- Check recording before moving on to next candidate

### After the assessment

- If necessary, convert recordings to appropriate digital format (page 20)
- Save all files on USBs
- Name all recordings as per required file-naming conventions (page 20)
- Check all assessments have recorded fully and take required action if not (page 22)
- Dispatch USB(s) and accompanying hard copy and electronic CS2 form(s) to examiner (page 27)
- All materials to be kept secure until Friday 28 June 2019
- Notes made during preparation time to be kept secure until end of October 2019

# APPENDIX E

## **FAQs**

Please click on the link below to take you to the Pearson webpage where you can access the most recent FAQ document:

[https://qualifications.pearson.com/content/dam/pdf/GCSE/  
French/2016/teaching-and-learning/Frequently-asked-questions.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2016/teaching-and-learning/Frequently-asked-questions.pdf)