Administrative Support Guide*

2019 – 2020

GCSE (9–1)
Arabic (1AA0)
Chinese (1CN0)
French (1FR0)
German (1GN0)
Greek (1GK0)
Gujarati (1HU0)
Italian (1IN0)

Japanese (1JA0)
Persian (1PN0)
Portuguese (1PG0)
Russian (1RU0)
Spanish (1SP0)
Turkish (1TU0)
Urdu (1UR0)

* This document must be read in conjunction with the relevant specification(s) as detailed above.
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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 under the Contact Us link.

If you have any subject specific questions about this document, please contact: TeachingLanguages@pearson.com

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## Contents

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>4</td>
</tr>
<tr>
<td>Summary of Papers</td>
<td>6</td>
</tr>
<tr>
<td>Paper 1: Listening and understanding</td>
<td>8</td>
</tr>
<tr>
<td>Paper 2: Speaking</td>
<td>13</td>
</tr>
<tr>
<td>Paper 3: Reading and understanding</td>
<td>25</td>
</tr>
<tr>
<td>Paper 4: Writing</td>
<td>26</td>
</tr>
<tr>
<td>Access Arrangements and Reasonable Adjustments</td>
<td>27</td>
</tr>
</tbody>
</table>

## Appendices

- **Appendix A**: Candidate Speaking Assessment Record Form (CS2) EXAMPLE
- **Appendix B**: Candidate Notes Form for Speaking Tasks (CN2)
- **Appendix C**: Guidance for Administering Extra Time for Listening Exam
- **Appendix D**: Checklists
- **Appendix E**: FAQs Link
General Information

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 2020 is from Wednesday 1 April 2020 to Monday 18 May 2020.

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)

<table>
<thead>
<tr>
<th>Specification</th>
<th>Summer 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paper 1</td>
</tr>
<tr>
<td>French (1FR0)</td>
<td>✔</td>
</tr>
<tr>
<td>German (1GN0)</td>
<td>✔</td>
</tr>
<tr>
<td>Spanish (1SP0)</td>
<td>✔</td>
</tr>
<tr>
<td>Assessment type</td>
<td>Timetabled exam</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Specification</th>
<th>Summer 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paper 1</td>
</tr>
<tr>
<td>Arabic (1AA0)</td>
<td>✔️</td>
</tr>
<tr>
<td>Chinese (1CN0)</td>
<td>✔️</td>
</tr>
<tr>
<td>Greek (1GK0)</td>
<td>✔️</td>
</tr>
<tr>
<td>Italian (1IN0)</td>
<td>✔️</td>
</tr>
<tr>
<td>Japanese (1JA0)</td>
<td>✔️</td>
</tr>
<tr>
<td>Russian (1RU0)</td>
<td>✔️</td>
</tr>
<tr>
<td>Urdu (1UR0)</td>
<td>✔️</td>
</tr>
</tbody>
</table>

**Assessment type**
- Timetabled exam
- 1 April - 18 May 2020
- Timetabled exam
- Timetabled exam

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

## Assessment availability (GCSE 2018 specifications)

<table>
<thead>
<tr>
<th>Specification</th>
<th>Summer 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paper 1</td>
</tr>
<tr>
<td>Gujarati (1GU0)</td>
<td>✔️</td>
</tr>
<tr>
<td>Portuguese (1PG0)</td>
<td>✔️</td>
</tr>
<tr>
<td>Turkish (1TU0)</td>
<td>✔️</td>
</tr>
</tbody>
</table>

**Assessment type**
- Timetabled exam
- 1 April - 18 May 2020
- Timetabled exam
- Timetabled exam
Summary of Papers

Paper 1: Listening and understanding

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

<table>
<thead>
<tr>
<th>Tier</th>
<th>Duration</th>
<th>Reading Time</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1F – FT</td>
<td>35 minutes</td>
<td>5 minutes'</td>
<td>50</td>
</tr>
<tr>
<td>1H – HT</td>
<td>45 minutes</td>
<td>5 minutes'</td>
<td>50</td>
</tr>
</tbody>
</table>

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 2020 is from Wednesday 1 April 2020 to Monday 18 May 2020.

<table>
<thead>
<tr>
<th>Tier</th>
<th>Duration</th>
<th>Preparation Time</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2F – FT</td>
<td>7 – 9 minutes</td>
<td>12 minutes</td>
<td>70</td>
</tr>
<tr>
<td>2H – HT</td>
<td>10 – 12 minutes</td>
<td>12 minutes</td>
<td>70</td>
</tr>
</tbody>
</table>

Paper 3: Reading and understanding

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

**French, German, Italian, Portuguese, Spanish**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Duration</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>3F – FT</td>
<td>45 minutes</td>
<td>50</td>
</tr>
<tr>
<td>3H – HT</td>
<td>1 hour</td>
<td>50</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Tier</th>
<th>Duration</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>3F – FT</td>
<td>50 minutes</td>
<td>50</td>
</tr>
<tr>
<td>3H – HT</td>
<td>1 hour 5 minutes</td>
<td>50</td>
</tr>
</tbody>
</table>

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, Portuguese, Spanish**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Duration</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>4F - Foundation Tier</td>
<td>1 hour 10 minutes</td>
<td>60 Marks</td>
</tr>
<tr>
<td>4H - Higher Tier</td>
<td>1 hour 20 minutes</td>
<td>60 Marks</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Tier</th>
<th>Duration</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>4F - Foundation Tier</td>
<td>1 hour 15 minutes</td>
<td>60 Marks</td>
</tr>
<tr>
<td>4H - Higher Tier</td>
<td>1 hour 25 minutes</td>
<td>60 Marks</td>
</tr>
</tbody>
</table>

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.

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

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

<table>
<thead>
<tr>
<th>Tier</th>
<th>Duration</th>
<th>Reading Time</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1F – Foundation Tier</td>
<td>35 minutes including 5 minutes’ reading time</td>
<td>50 Marks</td>
<td></td>
</tr>
<tr>
<td>1H – Higher Tier</td>
<td>45 minutes including 5 minutes’ reading time</td>
<td>50 Marks</td>
<td></td>
</tr>
</tbody>
</table>

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 despatched 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**

**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 the instructions but are still experiencing difficulties, contact 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.
**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 (35 minutes Foundation / 45 minutes Higher), candidates **must** 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.

Paper 2 (2F / 2H): Speaking

Speaking assessment window

Centres must conduct the speaking assessments between 1 April 2020 and 18 May 2020.

We recommend that speaking assessments for each language, tier and qualification take place on consecutive days whenever possible. If this is not possible, please ensure that the exam materials are kept secure.

All speaking assessment recordings and associated paperwork must be despatched to the Pearson Edexcel allocated examiner no later than 18 May 2020.

Preparing for the speaking test

Teachers conducting the GCSE speaking tests must be familiar with the relevant specification, sample assessment materials and linked training support that appear on the Pearson Qualifications website. Reference should also be made to the GCSE speaking test video that provides essential guidance on how to conduct the different assessments and linked FAQs.

Access to live test material packs

One pack containing ‘hard copies’ of the following materials will be sent to centres on a ‘one pack for every 20 candidates’ basis in March 2020:

- General instructions for the teacher-examiner, including Foundation and Higher tier sequencing grids prescribing tasks 1 and 2 (as well as the linked teacher choice of themes the second conversation) for each candidate.
- Task 2: 10 x picture-based task cards at each tier (Teacher and candidate versions)
The packs must not be opened before 26 March 2020 and can be accessed securely at any time from that date onwards. They are confidential live assessment materials and must be kept secure at all times and must not be removed from the centre premises. Early access to the pack should facilitate logistical arrangements in centres and means that teacher examiners have an opportunity to familiarise themselves with the task cards ahead of the live assessments. Any part of the content of these materials must not be shared with students before the test.

A secure electronic version of the speaking test pack will also be made available for each language on our website from 26 March 2020. This will appear under the ‘Exam materials’ tab on the relevant language GCSE page. Only registered examinations officers will be able to access and print off copies.

Ensuring confidentiality

The confidentiality of the live assessment materials must be respected at all times.

Examinations Officers must:

- carefully monitor the number of assessments (and copies) used
- keep an internal record of the planned speaking test dates and of all teacher-examiners
- ensure that assessment materials are not removed from the centre
- insist that teacher-examiners return all assessment materials to them once the tests have been completed

Timings

The grid below provides recommended timings for the speaking test. Although there is some flexibility for each task, the teacher-examiner must ensure that:

- tests do not exceed the maximum number of minutes allocated
- Task 3 does not last for more than half of the total test time
- time is divided equally across the two conversations.

Timings must start from the candidate's first utterance. Please refer to the FAQs document for further guidance on timings.
Conducting the assessments

The speaking tests are expected to be conducted by the students’ usual teacher and, if unexpectedly unavailable, it is the centre’s responsibility to arrange for a replacement. Pearson-Edexcel does not offer a visiting examiner facility for GCSE speaking tests and cannot source teacher-examiners. Usually, no persons other than the teacher-examiner conducting the assessment and the candidate should be present in the room where the assessments take place.

*You must follow JCQ guidance on conducting assessments and adhere to any centre policy in place concerning the presence of additional individuals in one-to-one assessments.

Invigilators

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

Host centres

If your centre has a candidate wishing to take a GCSE qualification in a language that you do not teach, you can accommodate all the examinations at your centre and find a host centre willing to conduct the speaking test. It is centre’s responsibility to ensure that the host centre is a formally approved examination centre registered for Edexcel qualifications and the it has a suitable person to conduct the speaking test. You must also adhere to the following requirements:

<table>
<thead>
<tr>
<th>Foundation tier</th>
<th>Higher tier</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation time</strong></td>
<td><strong>Preparation time</strong></td>
</tr>
<tr>
<td>12 minutes</td>
<td>12 minutes</td>
</tr>
<tr>
<td><strong>Task 1</strong></td>
<td><strong>Task 1</strong></td>
</tr>
<tr>
<td>1-1.5 minutes</td>
<td>2-2.5 minutes</td>
</tr>
<tr>
<td><strong>Task 2</strong></td>
<td><strong>Task 2</strong></td>
</tr>
<tr>
<td>2.5 -3 minutes</td>
<td>3-3.5 minutes</td>
</tr>
<tr>
<td><strong>Task 3</strong></td>
<td><strong>Task 3</strong></td>
</tr>
<tr>
<td>3.5 -4.5 minutes</td>
<td>5-6 minutes</td>
</tr>
<tr>
<td><strong>Overall timings</strong></td>
<td><strong>Overall timings</strong></td>
</tr>
<tr>
<td>7-9 minutes (plus 12 minutes’ preparation)</td>
<td>10-12 minutes (plus 12 minutes’ preparation)</td>
</tr>
</tbody>
</table>
Your student must be accompanied by a representative from your school to the speaking exam at the host centre and take a memory stick for the recording;

- The CS2 form is completed and signed by the person conducting the oral at the host centre and must also be countersigned by the Examinations Officer or Head of Languages at your school;
- Your school representative collects the recordings and linked CS2 and then submits them to the allocated examiner and includes a letter on centre-headed paper outlining the arrangements undertaken (including centre and candidate names and numbers, contact details of the host centre, date of test and name of teacher/examiner conducting the test);
- Your school takes fully responsibility for all liaison with the host centre.

**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.**
Accommodation

Two quiet preparation rooms must be set aside for the speaking tests:
- one room where each student can prepare for their allocated tasks under supervision
- another room where the tests will be conducted

The rooms must be located quite close to each other as each test must start just after the preparation period (12 minutes) has taken place.

Test materials

Prior to starting each test, teacher-examiners must carefully check that both their cards and the ones issued to the candidate match up and that these are at the appropriate tier and correspond to the exact allocation prescribed in the sequencing grid.

Improvements to the format of the sequencing grids were made from summer 2019 to simplify the allocation of prescribed assessments in centres. Consequently, you are advised to refer to guidance on the new sequencing grids produced for Summer 2019 assessment as this is different to that showing in the original sample assessment materials.

CN2 form (Appendix B)

The CN2 form should be used by candidates to make notes for the role play and picture-based tasks only. This form should be issued to students as they start their 12-minute preparation period and must be handed to the teacher-examiner with the task cards before commencing Task 3 (conversation). The CN2 form is not submitted to Pearson Edexcel but must be kept secure in your centre until the end of October. The forms should be destroyed after this date if no request has been made to see these.

Candidates must not make notes on the stimuli cards.

CS2 form (Appendix A)

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

Separate CS2 forms must be filled out for Foundation and Higher Tier Candidates.
Recording requirements

Centres must supply their own digital recording equipment and this must be checked in advance to ensure that tests can be recorded clearly and without a problem. It is recommended that teacher-examiners produce and then play-back a brief test recording before the start of the tests. The controls of the recording equipment must be adjusted to a suitable level to ensure there is minimum background noise and the microphone and/or recording device must be placed as close to the candidate as is possible. If required, an omnidirectional microphone or two microphones: one for the candidate and one for the teacher examiner can be used.

Guidance on how to introduce candidates on the recordings and how to make the transitions from one task to another is provided in the Recording Checklist (Appendix E) and in the GCSE speaking test video.

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):**

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

**Guidance on encryption of portable media (USB):**

**Windows**

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

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

**Mac**

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

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

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

**Centre 12345_subjectname_papercode – January 2020**

Please also let us know in the same email what type of computer the content was encrypted with (Mac or Windows).
You are advised to send the recordings by tracked mail and to retain a copy of these in your centre until October 2020.

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

**Failed recording due to the malfunctioning recording equipment**

Any candidate whose speaking assessment has only been partially recorded 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 GCSE, candidates must be provided with the next available set of speaking cards, as prescribed by the Sequencing Grid.

**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.
- USBs will automatically be returned back to UK centres from October. International centres will have to request these by emailing internationalcoursework@pearson.com

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

Task 1 – Role play

The teacher examiner must introduce the task by reading the roleplay scenario as shown on the relevant teacher-examiner card in the target language (or in English for Chinese and Japanese GCSE) prior to asking the first question.

The candidate cards include prompts to guide students through the assessment:

- The ‘?’ symbol is used where the candidate needs to ask a question
- The ‘!’ symbol is used where an unpredictable question will be asked by the teacher-examiner (This may be repeated if a candidate asks.)

The candidate cards each contain instructions in English and the task detail is produced in the target language (in English for Chinese and Japanese GCSE). The context of the role play is provided in both English and the target language (or in English for Chinese and Japanese GCSE). Candidates must read both sections fully to support understanding of each bullet point. Teacher-examiners must ensure that the correct cards are allocated. The cards will have ‘Foundation’ or ‘Higher’ tier clearly marked on them. Teacher-examiners must not deviate from the prescribed role play text on each roleplay card.

Task 2 – Picture-based task

The teacher-examiner cards contain instructions on how to conduct this task and the five questions to ask the candidate. Teacher examiners must not deviate from these set questions or the permitted prompts provided to help candidates give developed responses.

The candidate cards feature a picture and five bullets in the target language to help them prepare for the five questions that will be asked during the assessment. At higher tier the final bullet on the candidate card is marked by the symbol ‘!’ to denote an unpredictable question. For GCSEs in 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 ensure that the correct cards are allocated. The cards will have ‘Foundation’ or ‘Higher’ tier clearly marked on them.
Task 3 – Conversation

The conversation task is split into two parts and an equal amount of time must be spent on each of these.

Part 1

The first part of the conversation opens with the topic chosen by the candidate. The candidate can focus on any aspect(s) of the topic as each one has a number of different features. It is expected that candidates will introduce their chosen conversation and, to enable them to make a confident start, they may give a short presentation for up to a **maximum of one minute**. The teacher-examiner must engage each candidate in spontaneous conversation on the chosen topic and can, if wished, move on to other topics from the same theme.

Part 2

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.
Familiarity with the assessment criteria

Teacher-examiners must be fully conversant with the assessment criteria for the speaking paper and to be aware of the following marking principles:

Role play

- Credit will be given to responses to the prescribed questions (no credit for amended or unscripted questions).
- Credit can be given to responses to repeated questions only if the candidate has not provided an initial response and has asked for the question to be repeated (or has clearly not heard the question).
- Candidates can lose up to one mark if an incorrect register of language has been used.

Picture-based task

- Candidates must refer to the visual image in response to the first question.
- Credit will be given to responses to the prescribed questions (no credit for amended or unscripted questions).
- Credit can be given to responses to repeated questions only if the candidate has not provided an initial response and has asked for the question to be repeated (or has clearly not heard the question).

Conversation

- Examiners will stop listening if the allocated time for the conversation has been exceeded.
- Marks for interaction and spontaneity will be limited if the first conversation is predominantly a monologue.

Teachers are also advised to consult the examiner reports produced for the previous speaking papers as these can feature useful tips and key feedback on student performance across the different tasks.

** An error on the part of teacher-examiner does not justify an application for special consideration. It is the teacher-examiner’s responsibility that the speaking text is conducted correctly.
Centre submission of completed recordings and linked forms

A copy of the recordings must be retained in the centre and a printout of the signed CS2 forms must be mailed separately to your allocated examiner.

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

Dictionaries are NOT allowed in any part of this examination.
REMINDER: Each candidate must be entered for one single tier across all four papers.

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

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

French, German, Italian, Portuguese, Spanish

<table>
<thead>
<tr>
<th>Tier</th>
<th>Duration</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>3F - Foundation Tier</td>
<td>45 minutes</td>
<td>50 Marks</td>
</tr>
<tr>
<td>3H - Higher Tier</td>
<td>1 hour</td>
<td>50 Marks</td>
</tr>
</tbody>
</table>

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

Arabic, Chinese, Greek, Japanese, Persian, Russian, Turkish, Urdu

<table>
<thead>
<tr>
<th>Tier</th>
<th>Duration</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>3F - Foundation Tier</td>
<td>50 minutes</td>
<td>50 Marks</td>
</tr>
<tr>
<td>3H - Higher Tier</td>
<td>1 hour 5 minutes</td>
<td>50 Marks</td>
</tr>
</tbody>
</table>

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.

Paper 4 (4F / 4H): Writing

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

French, German, Italian, Portuguese, Spanish

<table>
<thead>
<tr>
<th>Tier</th>
<th>Duration</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>4F – Foundation Tier</td>
<td>1 hour 10 minutes</td>
<td>60 Marks</td>
</tr>
<tr>
<td>4H – Higher Tier</td>
<td>1 hour 20 minutes</td>
<td>60 Marks</td>
</tr>
</tbody>
</table>

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

Arabic, Chinese, Greek, Japanese, Persian, Russian, Turkish, Urdu

<table>
<thead>
<tr>
<th>Tier</th>
<th>Duration</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>4F – Foundation Tier</td>
<td>1 hour 15 minutes</td>
<td>60 Marks</td>
</tr>
<tr>
<td>4H – Higher Tier</td>
<td>1 hour 25 minutes</td>
<td>60 Marks</td>
</tr>
</tbody>
</table>

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

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

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.

**Distressed candidates**

To minimise the potential for students becoming nervous or stressed during the oral assessment, teachers are encouraged to build in regular classroom opportunities to practise the different task-types that will be assessed. Increased familiarity with these tasks, experience of at least one 'mock' speaking test in examination conditions and a good grounding in grammar and vocabulary should help to alleviate their concerns. Students must be aware that the speaking test has been designed for candidates to show that they can communicate and interact spontaneously in the spoken target language and, to some extent, cope with unpredictable content.
However, in very rare situations where a candidate is severely stressed (e.g. bursting out crying or becoming hysterical), the teacher examiner should allow a short, supervised rest break for the candidate to compose themselves and then continue the assessment. If unable to do this, 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, and restart the test if the assessment can be restarted 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 most of the assessment had been completed prior to the candidate's distress (minimum of 5 minutes for Foundation tier and 8 minutes for higher tier, the centre may consider submitting the recording for marking. In addition, the centre may consider applying for special consideration for the candidate if there is a clear and justifiable reason 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 3), the candidate must be encouraged to re-sit the assessment:

If resitting, candidates must be provided with a different stimulus cards for Tasks 1 and Task 2 and second conversation topic, following the same random allocation order prescribed in the sequencing grid.

*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.

**If a candidate has severe anxiety and needs to leave the room during the speaking assessment, what action needs to be taken?**

If the candidate is eligible for supervised breaks due to their specific special requirements, the teacher-examiner must pause the recording when the candidate exits the room. An invigilator must accompany the candidate at all times until the candidate returns to the examination room to re-commence the assessment. The teacher-examiner should keep a record of the supervised break and ensure that the candidate has the opportunity to utilise the allowable time remaining.
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, explaining the circumstances and any subsequent action taken.

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 2019 - 2020](#) document.

**Paper 4 Writing**

**Using a word processor in the writing paper (GCSE Chinese candidates)**

The tasks assessed in Paper 4 (Writing) of our current Chinese GCSE specification all require candidates to demonstrate an ability to produce Chinese characters by hand. This is a special skill that calls upon their capacity to use different strokes to form the characters*. Indeed, the additional guidance to the 'linguistic knowledge and accuracy' mark grids in our GCSE Chinese specification makes clear reference to the need for correct character formation and word order.

Consequently, GCSE Chinese language candidates **must not use Chinese language word processing** in the examination or as their default way of working in the classroom when preparing for the examination of this paper.

*The production of Chinese writing on a word processor is a distinctly different activity that is not at all comparable in nature or demand. This is because word-processing Chinese involves writing the simple ‘Romanised’ Pinyin equivalent of how a Chinese word sounds using the English letters of a keyboard and then reading and selecting the correct option from the list of word(s) presented with the same pronunciation. At GCSE level, almost always it will be one of the first ‘auto conversion’ options in the list because these are the most frequent words. Furthermore, if you type a short sentence, usually there will only be one option presented. Writing with a word processor is, therefore, more a test of reading and is far less cognitively demanding than recalling the exact representation of each character in a word and then writing them on a piece of paper with a pen.*
If you wish to enter candidates for GCSE Chinese who have special requirements that prevent them from producing Chinese characters by hand, please contact uk.special.requirements@pearson.com.

**Using a word processor in the writing paper (GCSE Japanese candidates)**

The tasks assessed in Paper 4 (Writing) of our current Japanese GCSE all require candidates to demonstrate an ability to produce Japanese characters by hand*. The specification makes this expectation clear and there are references, for example, in the additional guidance to the 'linguistic knowledge and accuracy' mark grids for writing to the incorrect formation of kanji and kana.

Consequently, GCSE Japanese language candidates must not use Japanese language word processing in the examination or as their default way of working in the classroom when preparing for the examination of this paper.

* The production of Japanese writing on a word processor is a distinctly different activity that is not at all comparable in nature or demand. Writing with a word processor in Japanese can involve the 'auto-conversion' of words to characters and is more a test of reading and is far less cognitively demanding than recalling the exact representation of each character in a word and then writing them on a piece of paper with a pen.

If you wish to enter candidates for GCSE Japanese who have special requirements that prevent them from producing Japanese characters by hand, please contact uk.special.requirements@pearson.com.
### APPENDIX A

**CANDIDATE SPEAKING ASSESSMENT RECORD FORM (CS2)**

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

<table>
<thead>
<tr>
<th>Centre Name: EXAMPLE SCHOOL</th>
<th>Centre No.</th>
<th>Unit Code</th>
<th>ELGN1</th>
<th>Tier</th>
<th>LE</th>
<th>Series</th>
<th>Summer 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cand No.</th>
<th>Candidate Name</th>
<th>Declaration and Permission</th>
<th>Role Play</th>
<th>Picture-based Task</th>
<th>Conversation</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Card No 1</td>
<td>Exam Mark</td>
<td>TL Mark</td>
<td>Card No 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Signature</td>
<td></td>
<td></td>
<td>Signature</td>
</tr>
<tr>
<td>8021</td>
<td>JOE BLOGGS</td>
<td></td>
<td>ER2</td>
<td>FPS</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

#### 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 this work being used to support teachers and examiners.

Teacher: Examiner Name (Block capitals) | Teacher: Examiner Name Signature | Date

---

**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.
APPENDIX B

SPEAKING ASSESSMENT CANDIDATE NOTES FORM (CN2)
Pearson Edexcel Level 1/Level 2 GCSE (9-1)

Centre name __________________________________________ Centre No. __________________
Candidate Name ______________________________________ Candidate No. _______________
Unit code ______________ Tier: ______________

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).
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:

<table>
<thead>
<tr>
<th>Foundation (1F)</th>
<th>Paper time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular timing</td>
<td>35 mins</td>
</tr>
<tr>
<td>25% extra time</td>
<td>8 mins 45 secs</td>
</tr>
<tr>
<td>Total with 25% extra</td>
<td>43 mins 45 secs</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>HIGHER (1H)</th>
<th>Paper time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular timing</td>
<td>45 mins</td>
</tr>
<tr>
<td>25% extra time</td>
<td>11 mins 15 secs</td>
</tr>
<tr>
<td>Total with 25% extra</td>
<td>56 mins 15 secs</td>
</tr>
</tbody>
</table>

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 9).
If desired, download MP3 recordings 24 hours before the scheduled exam (page 10) 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 2020 – 18 May 2020)

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 18)
- Save all files on USBs
- Name all recordings as per required file-naming conventions (page 18)
- Check all assessments have recorded fully and take required action if not (page 20)
- Despatch USB(s) and accompanying hard copy and electronic CS2 form(s) to examiner
- All materials to be kept secure until Friday 26 June 2020
- Notes made during preparation time to be kept secure until end of October 2019
# Recordings checklist

<table>
<thead>
<tr>
<th>When?</th>
<th>Announcement</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the start of each USB</td>
<td>The following information should be provided <strong>in English:</strong></td>
<td>Please label each USB with the following:</td>
</tr>
<tr>
<td></td>
<td>- GCSE in ......................... (State language)</td>
<td>- centre name</td>
</tr>
<tr>
<td></td>
<td>- Paper 2 Speaking Assessment for Summer 2020</td>
<td>- centre number</td>
</tr>
<tr>
<td></td>
<td>- ........................................ (State Foundation or Higher tier)</td>
<td>- language</td>
</tr>
<tr>
<td></td>
<td>- <strong>Teacher examiner:</strong> ......................... (State your name)</td>
<td>- specification code</td>
</tr>
<tr>
<td></td>
<td>- <strong>Centre name:</strong> ......................... (State your centre name)</td>
<td>- teacher examiner name</td>
</tr>
<tr>
<td></td>
<td>- <strong>Centre number:</strong> ......................... (State your centre number)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The following information should be provided <strong>in English:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <strong>Candidate name:</strong> .........................’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(State candidate name)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <strong>Candidate number:</strong> ......</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(State candidate number)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The following information should be provided <strong>in the target language</strong> (or in English for GCSE Chinese and GCSE Japanese):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- **We’ll start with role-play number ....’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(State role-play number – eg FR4)</td>
<td></td>
</tr>
</tbody>
</table>

Start the assessment and do not stop recording until the full assessment (Tasks 1, 2 and 3) has finished.
<table>
<thead>
<tr>
<th>Task Completion</th>
<th>Task Transition</th>
<th>Language Requirement</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once task 1 has been completed</td>
<td>The following task transition should be made <strong>in the target language</strong> (or in English for GCSE Chinese and GCSE Japanese):</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘And now, picture number...’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(State picture-based task number – eg FP1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once task 2 has been completed</td>
<td>The following transitions to each part of the conversation should be made <strong>in the target language</strong> (or in English for GCSE Chinese and GCSE Japanese):</td>
<td></td>
<td>Collect in the task cards and notes.</td>
</tr>
<tr>
<td></td>
<td>‘Now the conversation. You've chosen theme number...... (eg 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘Now we are going to do the second conversation and we will talk about theme ... (eg number 4: The Future)’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once task 3 has been completed</td>
<td>You should state <strong>in the target language</strong> (or in English for GCSE Chinese and GCSE Japanese):</td>
<td></td>
<td>Stop the recording and check that the test has been recorded and is clearly audible.</td>
</tr>
<tr>
<td></td>
<td>‘End of test’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After the last candidate on the USB</td>
<td>You should state in English, if applicable, that the assessments continue on USB number ..... <em>(State the USB number)</em></td>
<td>Check that all the required details have been provided on your CD label.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F

FAQs

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