

Pearson Edexcel

International GCE Advanced Level

Pearson Edexcel International GCE
Advanced Level Languages

Conducting the Speaking Tests for
Units 1 and 3





Aims and objectives

Delegates will learn:

- How to make the necessary arrangements for the speaking tests
- How to run the two different tests
- How each test is marked
- Simple activities to help develop students' skills to deal with different parts of the test

What do I need to get ready in advance?

What	Must do ...	Good idea to ...
Rooms	Book a quiet secure room to conduct the test in.	Speak to site staff to make sure there is no machinery working nearby.
Timetables	Put together a timetable and share it with the students.	Allow breaks for yourself and remember corridors can be noisy between lessons.
Recording equipment	Ensure you have a digital recorder that records in a format that LWA accepts – MP3 is best.	Have a backup device and spare batteries, just in case. You also need a stop-clock.
Materials from Pearson	Collect necessary documentation from the exam officer and use this to plan the route through the test for each student.	Check the exams officer has received the documentation at least 3 days before the exam window.
Uploading afterwards	Ensure that all tests are labelled with a correct file name and upload them to LWT.	Save a copy of the recordings, in case of issues with transfer.

When are the tests conducted?

- Tests are conducted on a date **chosen by the centre** within the period specified by Pearson Edexcel. You can find further information on the website for the qualification. If in doubt consult your examinations officer.

The test window for **2025** is:

- 09/04/2025 to 14/05/2025 (inclusive)



Overview of the unit 1 test

Section	Nature of task	Timing of task
Preparation	Candidates must prepare the card for discussion and may make notes.	15 minutes
A	Requires students to respond to four Pearson-set questions on a stimulus related to one of the student's two chosen general topic areas (GTAs).	4 minutes
B	Requires the teacher/examiner to engage the student in a discussion that, although still relating to the same GTA and its linked topics, moves away from the main focus of the stimulus	4 to 6 minutes

Overview of the unit 3 test

Section	Nature of task	Timing of task
A	Presentation and debate – Requires students to demonstrate the effectiveness of their target-language skills by presenting and taking a clear stance on any issue of their choice for about one minute. Students will then interact with the teacher/examiner as they defend and justify their views for up to four minutes.	Presentation = 1 minute This is optional but a good time to mention sources of reading Debate = 4 minutes
B	Discussion – The teacher/examiner initiates a spontaneous discussion on at least two further issues, moving the conversation away from the students' chosen issue.	6 to 8 minutes

Please note:

Students will be expected to use debating skills and argument to discuss their chosen issue. They will be assessed on their reading and research skills in their chosen issue, as well as their communication skills and quality of spoken language.



On the day, what happens before the test begins?

- Each student is tested separately, in a one-to-one session with their teacher
- The exam room must have the correct notices displayed and be free from any display that could aid a student
- Students must **not** have access to dictionaries, phones or other aids during the test



On the day, what happens during the test?

- The teacher starts the recording device and announces the name of the centre, number of the candidate, the name of the candidate and then moves directly to the conduct of the test. Each candidate **must** be recorded separately – do not use *pause*.
- The **whole** test is recorded – candidate identification – the tasks – the wrap up
- The recording device must **not** be paused during the test.
- The whole test **must** be conducted in the target language.
- At the end of each part of the test the teacher must introduce what happens next in the target language.
- At the end of the test the teacher should announce 'End of test' and stop the recording device.



What if one of my students has a special need?

- At Pearson we aim to minimise barriers faced by students with special needs or disabilities
- Speak with your examinations officer and ask them to contact Pearson for guidance
- Do this as early as possible in the course, so that any special arrangements are clear for the student and they can practise using extra time etcetera.

Examples:

- A student with dyslexia may be able to have extra time to prepare the cards
- A student with a verbal processing difficulty may be able to have extra time to speak
- A partially sighted student may have access to a spoken text or a reader



Language for transitions and recovery

As the test is conducted entirely in the target language:

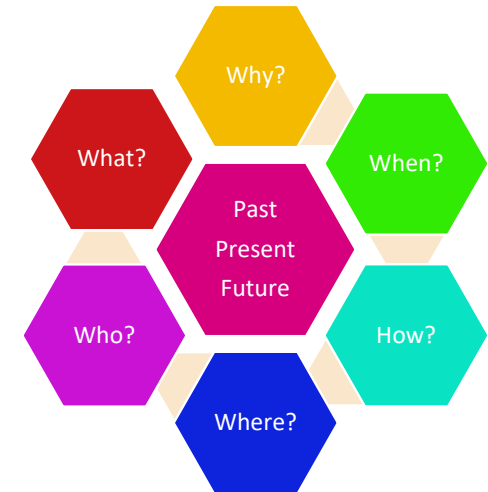
- Use a consistent and familiar set of phrases to transition from one part of the test to the next – you can devise these yourself but just make sure the students understand them
- Good morning/afternoon, we begin with the picture-based task... now we are going to now we are going to move onto... Thank you, that is the end of the test.
- If you make a mistake or need to self correct, be careful to do this in a way that the students can understand – nothing worse in an exam situation than not understanding what is said to you
- Make sure that your students know the exact words in the target language for the topics
- Make sure that your students have recovery skills to ask you to repeat a question (which you can do up to twice) or to clarify a question, if appropriate

Facilitative examining 1

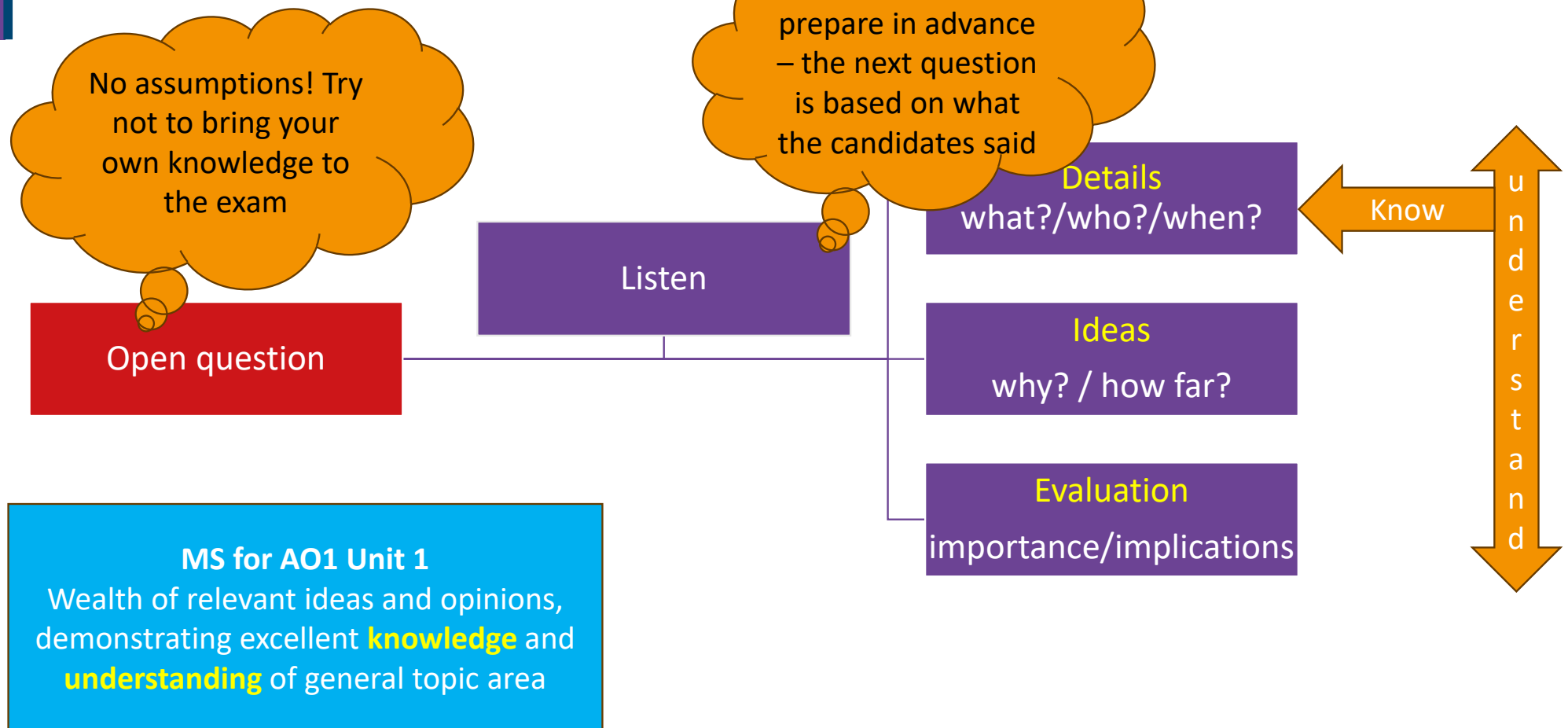
Keep the language you use to ask questions as simple and accessible as possible and where the option exists follow native language structure – the complexity needs to come from the student's answer

- ✗ Do you agree that inadequate infrastructure is a challenge for rail freight?
- ✓ Do you think industry needs better trains?

Vary your interrogatives and linguistic structures.



Facilitative examining 2



The Topic Areas



The unit 1 test in depth and detail

Oral topic form (OR1)

Oral topic form (OR1)

Centres must complete this document **electronically** and submit a copy with each candidate's oral assessment as per guidance in the IAL Oral Administrative Support Guide.

A copy of this form must be given to the examiner in advance of the examination

Pearson Edexcel International Advanced Subsidiary/ Advanced Level	French <input type="checkbox"/> WFR01/01	German <input type="checkbox"/> WGN01/01	Spanish <input type="checkbox"/> WSP01/01
Centre name			Centre number
Candidate name			Candidate number
General Topic Area 1 (as chosen by candidate)		General Topic Area 2 (as chosen by candidate)	
Stimulus Card used:			

For Edexcel examiner's use only

Administration (please select from dropdown)

OR1 Form correctly completed?

Recording sufficiently clear?

Conduct of Test (please tick relevant boxes)

Test conducted correctly

Test conducted incorrectly

Additional information (please tick relevant boxes)

Timing too long

Timing too short

Incorrect stimulus used

Too much time spent on Section A

Questions have been rephrased in Section A

Section B not a discussion

Discussion did not move away from stimulus

Further questions not appropriate

Please refer to the specification and marking principles

General comments, if any

Please note that the form is not returned to centres

How are the tasks allocated for Unit 1?

Candidate
4 chose...

Candidate number	Youth Matters / Lifestyle, Health and Fitness	Youth Matters / Environment and Travel	Youth Matters / Education and Employment	Lifestyle, Health and Fitness / Environment and Travel	Lifestyle, Health and Fitness / Education and Employment	Environment and Travel / Education and Employment
1	YM 1A	ET 2B	YM 1B	ET 2A	LHF 1B	ET 1B
2	LHF 2A	ET 1A	YM 2B	LHF 1A	EE 2B	ET 2B
3	YM 2B	YM 2A	EE 1A	LHF 2A	LHF 2B	EE 1B
4	YM 1B	ET 1B	EE 2A	ET 1B	LHF 1A	ET 2A
5	LHF 1A	YM 1B	YM 1A	LHF 1A	EE 1A	EE 2A

Look at row 4

Conducting the unit 1 test

Mark scheme asks for:
AO2 – 4 marks
Full and detailed answers
to prescribed questions,
demonstrating excellent
understanding of stimulus
text and its wider
implications.

Text that candidates study in
preparation time

Section A
Four questions that
teacher/examiners ask

TOPIC AREA: ENVIRONMENT AND TRAVEL

CARD 1B

Teacher/examiner card



La energía solar: fuente de energía del futuro

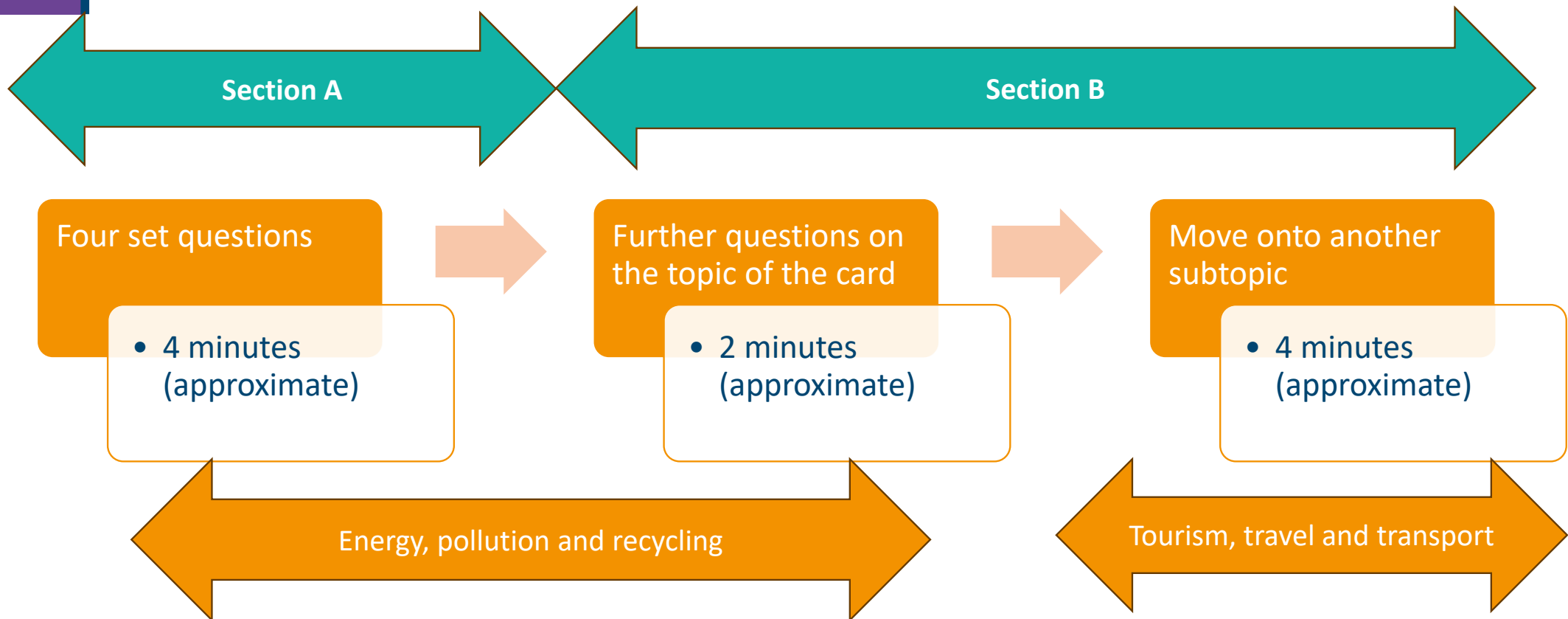
En España la política con respecto a la energía solar ha cambiado mucho a través de los años. El Gobierno socialista promovió demasiadas plantas solares provocando excesos de energía. Esta situación supuso un coste enorme para el país en crisis.

Sin embargo, los expertos afirman que la energía solar podrá responder a la demanda de la próxima década si se ha desarrollado la tecnología para almacenarla por la noche para así poder utilizarla cuando sea necesario de su instalación.

1. ¿Qué nos dice el primer párrafo sobre la situación de la energía solar en España?
2. Según los expertos, ¿cuál es la situación de la energía solar como fuente de energía?
3. En tu opinión, las energías renovables ¿podrán responder a toda la demanda en el futuro? ¿Por qué (no)?
4. En tu opinión, ¿cuáles son las ventajas de las energías renovables?

Section B – move on

Time management in the test 4-2-4



Let's look in English

Solar power: energy source of the future.

In Spain, the policy regarding solar energy has changed a lot over the years. The previous socialist government built too many solar plants causing surplus energy supply. In addition, their construction entailed an enormous cost for a country in financial crisis.

However, experts do say that solar power will be able to meet the demands of the next decade. A solution has been developed to store it at night, in order to have electricity when there is no light. The price of installation has also fallen by an average of 10% per year.

1. What does the first paragraph tell us about solar energy in Spain?

At least 3 main points of paragraph 1

2. According to the text, what is the current situation with this energy source?

The main idea of paragraph 2

3. In your opinion, can renewable energies meet all future demand? Why (not)?

Wider opinions about topic

4. In your opinion, what are the advantages of using renewable energies?

Section A: What candidates could say...

What does the first paragraph tell us about solar energy in Spain?

In the first paragraph we learn that there have been lots of changes of policy in Spain with the approach to solar power. There was over production as a result of the approach of earlier governments and too many power plants were built, especially given the economic problems Spain was facing.

According to experts, what is the current situation with this energy source?

Experts think that there will be enough solar power capacity for the next 10 years. Means have also been devised to store power for use overnight, when there is no sunlight. They also point out that costs of installation have decreased by a tenth each year.

Section A: What candidates could say...

In your opinion, can renewable energies meet all future demand? Why (not)?

I don't think they can meet all demands but can expand massively. As the text mentions, they can be costly to install and there is an issue with the continuity of supply, for example more power is needed in colder and darker winter months. I also see a problem with the technology in certain sectors, such as aviation.

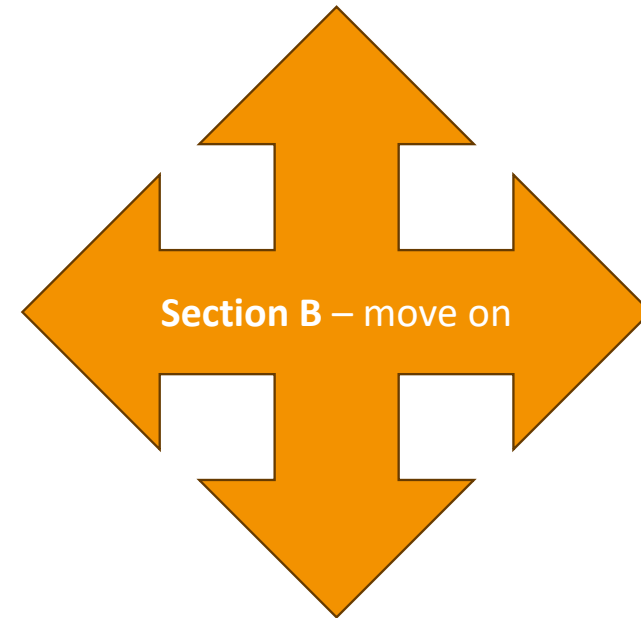
In your opinion, what are the advantages of using renewable energies?

I think the most important advantage of renewables is environmental because they tend to be cleaner. The text also says that costs are falling, so this is an important advantage for customers and is also good for industry as energy prices affect the cost of goods.

Section B – where next?

Environment and travel

- Tourism, travel and transport
- Natural disasters and weather
- Climate change and its impact
- ~~Energy~~, pollution and recycling



◆ Do you think recycling is important? - (*Open starter question*)
then...

◆ Now, let's move on to speak about travel and transport – do you think public transport is important? - (*Open starter question*)

Marks are given for...

Quality of language
(Accuracy) (AO3)
= 5 marks

Quality of language
(Range of lexis): AO3
= 5 marks

Spontaneity and
development (AO1)
= 16 marks

Understanding
(stimulus specific): AO2
= 4 marks

Knowledge and
understanding (General
topic area): AO1
= 10 marks

Let's listen to a Unit 1 Speaking Test

In your delegate download pack, please select the Unit 1 test to listen to for the language you are teaching. Here, we are only focused on conduct of the test, not the marks awarded but for your interest these are included in the commentaries included in the delegate materials.

As you listen, please take note of the way in which the test is conducted, connecting this back to the information so far in the presentation.

- Were the four questions from the card asked?
- Was the topic on the card developed further?
- Did the examiner move on to a different subtopic?
- Were the questions facilitating and open in nature?



Adding value to Section A

Using your own words...

Word	Synonym	Antonym	Different part of speech
problem	challenge	solution	problematic

Word in text	Other way to say the same thing
government	politicians / world leaders / the people in charge / ministers
fashion	what people wear / popular brands / dressing to impress
volunteering	charity work / helping those less fortunate / making donations

Same sense	Different words
Education is very important for our society because skilled workers allow the economy to grow and this enables the country to compete effectively abroad.	Good schools are essential because well educated workers help the country make more money and this means we can sell our goods and services internationally.

Adding value in Section B

Leading the discussion with a teacher/examiner who is listening

- ... and this is not the only issue – *So what else...?*
- ... there are lots of examples I can think of – *Tell me more..*

Framing your thinking

- Positive – Negative – Interesting
- Subordinate clauses to extend analysis – *Although ... there is ..., however, not everyone agrees that... because...*
- Mark scheme words woven in ... Wealth of *relevant ideas* and *opinions*, demonstrating excellent *knowledge* and *understanding* of the general topic area. – This is *relevant* because ... My personal *opinion* is that... As I *understand* it...

Discussion in language breakout rooms (5 mins)

Which ideas did
you like?

What strategies
can you share?

What did you
notice about
the recording?

What have you
learned today
that will help?



Unit 3 speaking test



Overview

- Students will develop their presentation skills in the target language, by presenting and defending their own views on their chosen issue while sustaining a debate.
- Students can choose any issue, and they are **not** restricted to any of the prescribed general topics areas in the other units.
- Students will develop their debating skills by defending their views and sustaining discussions.
- The grammar list provided in Appendix 6 illustrates the level required for this qualification.
- The assessment is 11-13 minutes.
- The assessment is out of 40 marks and marked holistically, though some marks are allocated specifically to the debate.



OR3 Form

- Students must complete an Oral chosen issue form (OR3) (which can be found in Appendix 7: Oral assessment forms) no more than three weeks in advance of the assessment, on which they must write a brief statement in the target language, indicating their stance on their chosen issue.
- A copy of this form must be submitted to the teacher/examiner before the assessment.
- Students can take a copy of this form into the examination and may refer to this at any point during the assessment.
- The **electronically completed** Oral chosen issue form (OR3) must be sent with the recording to Pearson.

OR3 form

Please note that the form is not returned to centres

Oral chosen issue form (OR3)

Centres must complete this document **electronically** and submit a copy with each candidate's oral assessment as per guidance in the IAL Oral Administrative Support Guide.



A copy of this form must be given to the examiner in advance of the examination

Pearson Edexcel International Advanced Level	French <input type="checkbox"/> WFR03/01	German <input type="checkbox"/> WGN03/01	Spanish <input type="checkbox"/> WSP03/01
Centre name			Centre number
Candidate name			Candidate number
Stance/Standpoint on the issue (i.e. I am in support of..., I disagree with...)			

For Edexcel examiner's use only

Administration (please select from dropdown)

OR3 Form correctly completed?

Recording sufficiently clear?

Conduct of Test (please tick relevant boxes)

Test conducted correctly

Test conducted incorrectly

Additional information (please tick relevant boxes)

Timing too long

Timing too short

Chosen issue not outlined

Definite stance/standpoint not adopted

Opinions were not defended or justified

Spontaneous discussion was not initiated

Unpredictable areas of discussion not explored

Please refer to the specification and marking principles

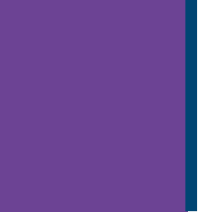
The test

Section A

- Students choose a topic on which they take a stance
- They have a free choice of topic and are expected to research it
- They need to refer to where they found the information in target language sources
- Students may choose to spend approximately **one minute** to outline their stance on their chosen issue followed by approximately **four minutes** debate on the issue.
- **At least two** sources **MUST** be mentioned to access the higher marks

Section B

- The teacher/examiner introduces **at least two** further issues for discussion.
- Students **must not** know in advance of the assessment which further issues the teacher/examiner will choose for discussion, these must be unpredictable elements of the assessment
- Where the issues relate to the iAL topics: Technology – Society – Ethics students **MUST** refer to the countries or communities where the language is spoken
- Students have 6 to 8 minutes' discussion time



Section A – the debate

Teacher examiners should:

- Prepare by thinking of possible counter-arguments to the candidate's chosen stance
- Ask the candidate to outline their stance on their chosen issue
- Stop candidates if they speak for more than **one minute** about the issue
- Make some notes as the candidate speaks, in order to formulate questions
- Challenge the candidates' stance using counter arguments for **about 4 minutes**
- Not try to 'win' the debate but offer facilitative challenge to the candidate's stance
- Ask candidates about the sources of their information

Fair challenges in the debate

A fair challenge is based upon...

- ✓ something the candidate has said already – *'you mentioned xxx but it seems to me that it would be better if...'*
- ✓ a generally held and familiar counter argument – *'what you say is interesting but don't most people think that...'*

An unfair challenge is...

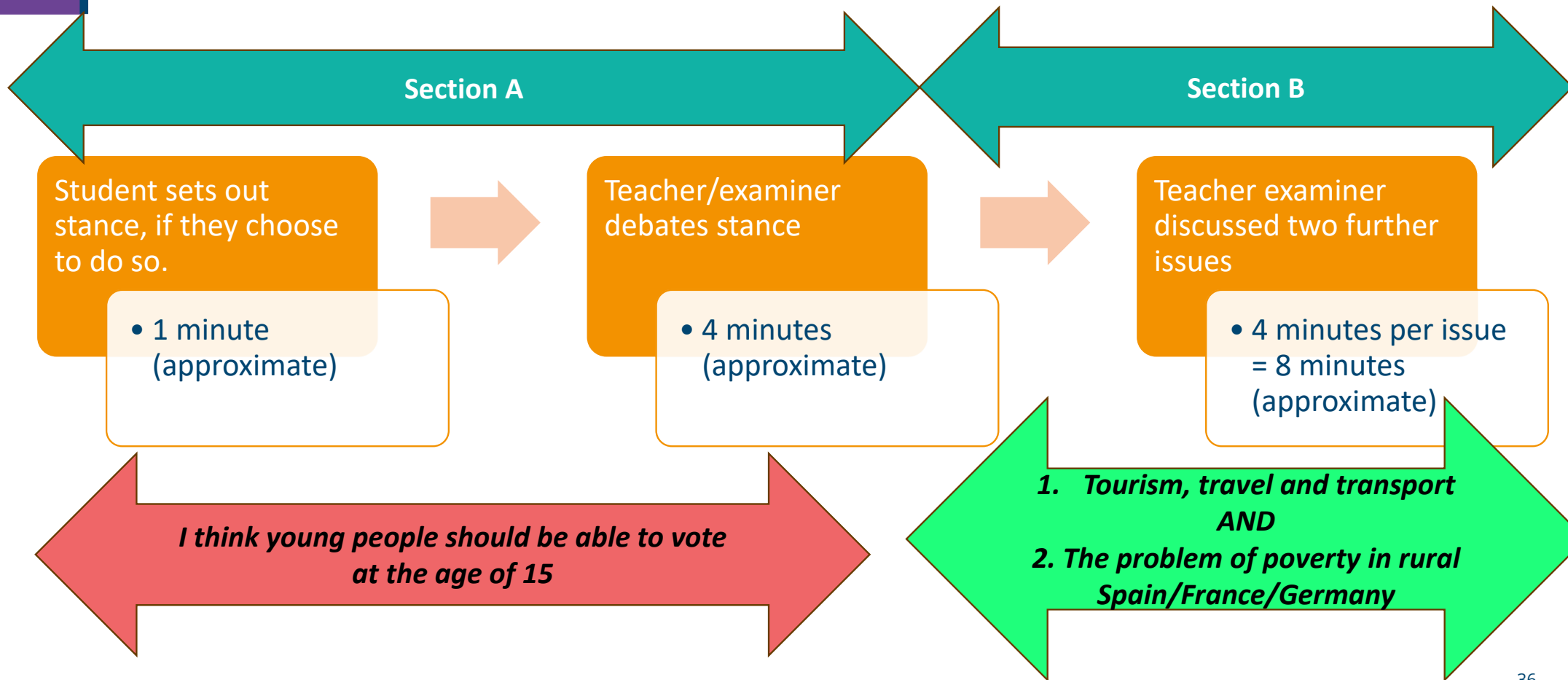
- ✗ where a teacher examiner introduces detailed, superior knowledge – *'but surely you know that the events of 1868 do not support your stance...'*
- ✗ anything likely to be outside the experience of the learner



Section B – further issues

- Two further issues must be discussed
- These can be from the iAS or the iA2 topic areas
- If they are from the iA2 areas, they must be rooted in the target language culture or communities
- Each issue should **ideally** be discussed for about 4 minutes
- This part of the test is not a debate and so candidates may just be asked to show what they know
- Refer to the earlier slides about facilitative examining
- Begin each issue with open questions (e.g. *Tell me about the importance of technology in the French/Spanish/German speaking world*)– listen – dig deeper
- Avoid overlap with the content of the debate

Time management in the test 1 - 4 - 8



Marks are given for...

Quality of language
(Accuracy) (AO3)
= 5 marks

Quality of language
(Range of lexis): AO3
= 5 marks

Spontaneity and
development (AO1)
= 20 marks

Reading and
research (Debate
only): AO2
= 5 marks

Critical analysis
(AO4)
= 5 marks

Let's listen to a Unit 3 Speaking Test

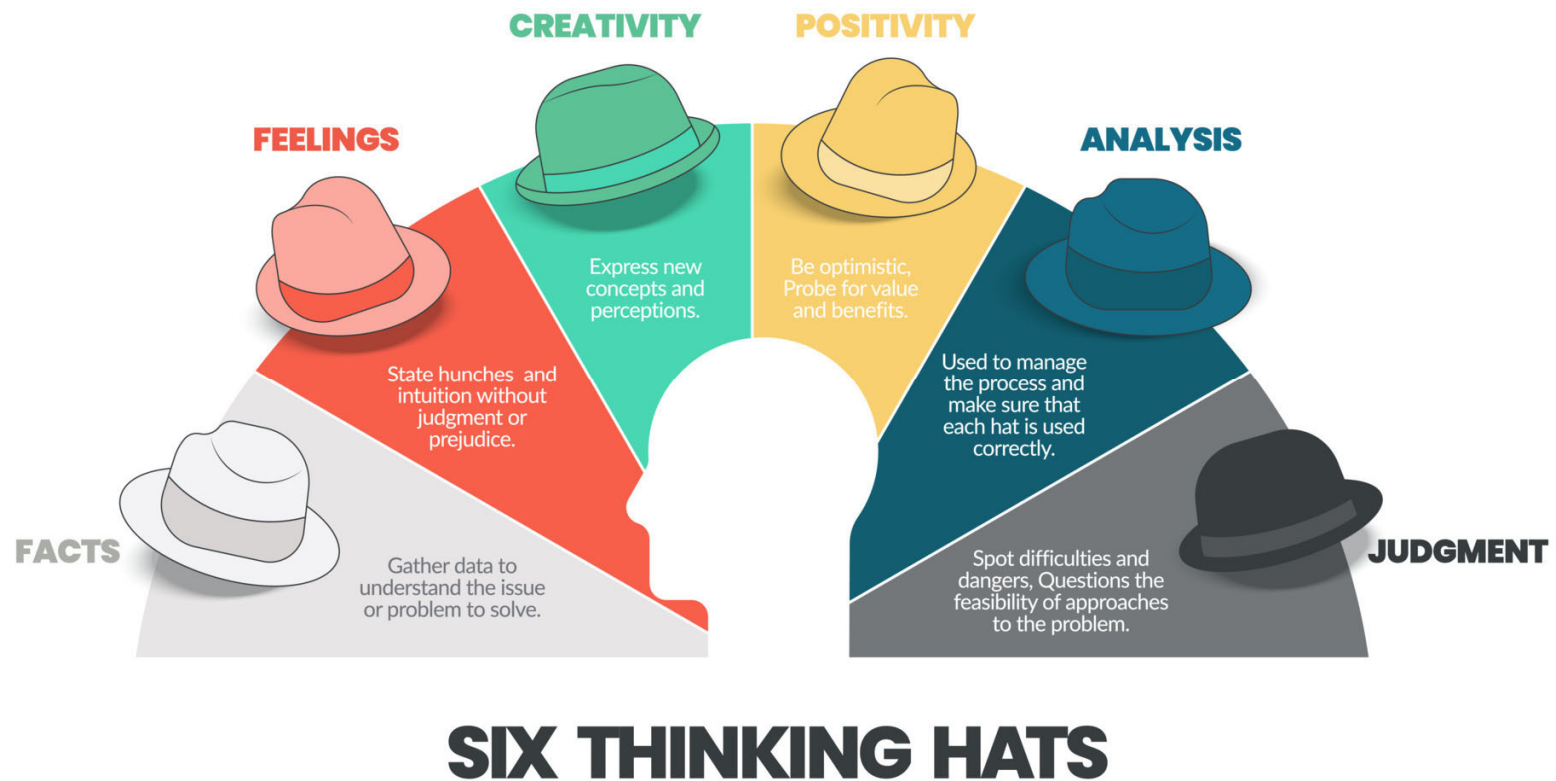
In your delegate download pack, please select the Unit 3 test to listen to for the language you are teaching. Here, we are only focused on conduct of the test, not the marks awarded but for your interest these are included in the commentaries included in the delegate materials.

As you listen, please take note of the way in which the test is conducted, connecting this back to the information so far in the presentation.

- Was there a debate?
- Were two further issues dealt with?
- Did the examiner move on and observe the timings?
- Were the questions facilitating and open in nature?



Adding value in Section A – the debate



Adding value in Section B – further issues

Lifestyle, health
and fitness

Open question:

Tell me what you
think makes for a
healthy lifestyle



Explore

- Why do some people not look after their health?
- When do you think health problems start?
- How can people become healthier?
- Where do you think people have the best diet?
- Who is responsible for the wellbeing of the elderly?
- What advice would give to the government about health?

Discussion in language breakout rooms (5 mins)

Which ideas did
you like?

What strategies
can you share?

What did you
notice about
the recording?

What have you
learned today
that will help?





Administration

Candidate authentication form

Candidate speaking authentication sheet (CAS)

Centres must complete this document **hardcopy**, scan and submit a copy with their oral assessments as per guidance in the IAL Oral Administrative Support Guide.



Pearson Edexcel International Advanced Subsidiary/Advanced Level		French <input type="checkbox"/> WFR01/01 <input type="checkbox"/> WFR03/01	German <input type="checkbox"/> WGN01/01 <input type="checkbox"/> WGN03/01	Spanish <input type="checkbox"/> WSP01/01 <input type="checkbox"/> WSP03/01
Centre name		Centre number		
Candidate name	Candidate number	Declaration and permissions signature*		Date

Administrative support

International Advanced Levels
Spanish (2016)



Course materials

FILTERS

CATEGORIES

- ☐ Specification and sample assessments (20)
- ☐ Exam materials (194)
- ☒ Forms and administration (8)
- ☐ Teaching and learning materials (18)

CONTENT TYPE



Forms and administration (8)

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Latest



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Administrative support guide



Assessment support



Form



LWT



New submission arrangements for oral recordings

May/June 2022 series onwards

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This guidance applies to all international qualifications with a speaking component:

- International GCSE Chinese, French, German and Spanish
- International GCSE English as a Second Language and Swahili (optional speaking components)
- International AS/A level French, German and Spanish



Support

Support for you at every stage

Free Resources and support	Planning, teaching and learning	Exam preparation and assessment	Results support
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Training Events (Face-to-Face & Online)	✓		
Subject Advisor Support	✓	✓	✓
Schemes of Work	✓	✓	✓
Skills Mapping	✓		
Sample Assessment Materials	✓	✓	
Examiner Reports	✓	✓	✓
Exemplar Marked Responses		✓	
Past Papers		✓	
examWizard		✓	
Mark Schemes		✓	
ResultsPlus Mock Exam Analysis		✓	
Results Plus			✓
Access to Scripts Service (ATS)			✓

Where do I find the free resources?

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International Advanced Level French (2016)

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Our Edexcel International Advanced Level in French specification and support materials have been developed with the help of teachers, universities and subject expert groups.

Supporting success in French

The specification is designed to inspire students, enabling them to use French Language independently and encouraging a deeper understanding of French language and culture. It caters for a range of student interests, with support for those who see languages as a skills to enhance career or travel prospects.

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Specification

Qualification type: International Advanced Level

Level: Level 3

Subject: French

Specification codes: XFR01, YFR01

Availability: International only

First teaching: 2016

First assessment: 2017

Course materials

- Specification and sample assessments (17)
- Exam materials (189)
- Forms and administration (8)
- Teaching and learning materials (26)

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- Explore our published resources

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Specification

Qualification type: International Advanced Level

Level: Level 3

Subject: German

Specification codes: XGN01, YGN01

Availability: International only

First teaching: 2016

First assessment: 2017

Course materials

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- Exam materials (189)
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Specification

Qualification type: International Advanced Level

Level: Level 3

Subject: Spanish

Specification codes: XSP01

Availability: International only

First teaching: 2016

First assessment: 2017

Course materials

- Specification and sample assessments (20)
- Exam materials (194)
- Forms and administration (8)
- Teaching and learning materials (21)

Published resources

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Useful documents

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- Free online results analysis tool for teachers.
- Provides a detailed breakdown of student performance in Pearson Edexcel exams.
- Identify topics and questions where the student could benefit from further learning and inform teaching strategies and approaches.
- Benchmark your school's performance against other Pearson Edexcel schools in your country.
- Not just a post-results tool: Mock exam results can also be fed into the system to produce analysis.
- Find student results analysis from their previous Pearson Edexcel school.
- ResultsPlus Direct gives your students access to their final grades and performance breakdown, wherever they are.
- Schools can sign up for free ResultsPlus account in just a few quick and easy steps:
<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html>

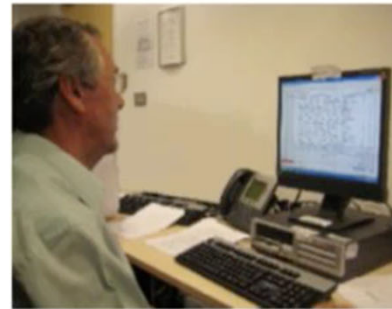
ResultsPlus



1.
Student
takes exam
on paper



2.
Exam papers
scanned



3.
Examiners
mark papers
online



4.
Performance
reports
shared



- A free tool for teachers which helps you make quick homework assignments, topic tests and mock exams.
- Questions tagged against unit, topic and assessment objective or simply choose a whole past paper.
- Use existing mark schemes for accurate marking.
- Use examiner report for insight.
- Most recent exam content available sooner.
- Use the results to understand where students need more support, informing teaching strategies.

Access to Script (ATS) Online Portal

Access to Scripts (ATS) is a free online portal which allows teachers to immediately access electronically marked exam papers

Provides enhanced transparency and

- Offers transparent approach to marking process
- Provides better understanding of marking before requests for enquiries about results are made
- Provides excellent aid for teaching and preparing other cohorts for examinations by helping you to evaluate a student's performance on particular questions in relation to what they have been taught.

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For more information on ATS, and the post results windows, visit our post-results pages.

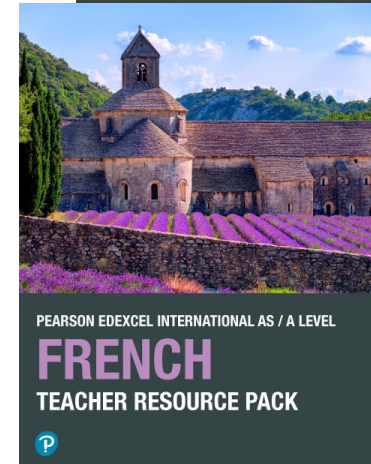
Additional Paid Resource

Resource	Planning, teaching and learning	Exam preparation and assessment	Results support
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Your Subject Advisor should be your first line of contact for any subject specific query and will use their wealth of knowledge and experience to help you with your queries.





Questions



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