



Guidance for Conducting Remote International MFL Speaking Assessments

For use in centres in Bahrain, Iraq, Israel, Jordan,
Kuwait, Lebanon, Oman, Qatar, Saudi Arabia and
UAE during the May / June 2026 exams only

Introduction

This guidance is intended for use by centres disrupted by conflict in Bahrain, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Qatar, Saudi Arabia and UAE, that are unable to conduct their speaking assessments face to face. It is designed to support the remote delivery of Pearson's International GCSE and International A Level speaking units for the May / June 2026. Following this guidance will help ensure that assessments are conducted safely and securely.

This document relates to the following speaking units:

International GCSE	International AS/A Level
Chinese (4CN1_03)	French (WFR01_01 / WFR03_01)
French (4FR1_03)	German (WGN01_01 / WGN03_01)
German (4GN1_03)	Spanish (WSP01_01 / WSP03_01)
Spanish (4SP1_03)	
English as a second language (4WES4_01)	

It is important that centres conducting speaking assessments remotely follow the guidance in this document to ensure that the correct processes are followed. This guidance should be used with the Admin Support Guide, found on the qualification pages on Pearson website.

Requirements

If you are a centre that is unable to conduct the assessment face-to-face, it is your responsibility to arrange a remote speaking assessment on a suitable online platform. Centres must ensure that the speaking examination adheres to the requirements set out in this document:

- The candidate must complete the examination within the specified **speaking window**.
- All involved (candidate, teacher/examiner, and invigilator from the centre) need to be in possession of appropriate **technology** to conduct speaking examinations remotely. The centre and candidates must be familiar with the technology to be used for examination, the procedures to be followed, and the conditions required to ensure the integrity of the assessment.
- The candidate will sit their exam at home. The physical room where the candidate will be located during the assessment must meet JCQ regulatory requirements, e.g. the room should be suitably ventilated and lit and free from noise and interruption. It should not contain dictionaries or other visible materials which might give the candidate an unfair advantage. The teacher/examiner must ensure that the candidate shows them around the room before the start of the assessment.
- Before the start of the exam, the candidate must share their screen to show the teacher/examiner that no other documents or browsers are open apart from the virtual meeting room.
- A second person from the centre will need to be present in the virtual room during the examination to act as an invigilator. Ideally, this will be an exams officer, as they would need to record the test and upload onto Learner Work Transfer for marking. If the exams officer is not available, or if they speak the target language, a suitable invigilator will need to be found. The invigilator must ensure that the test is recorded, so that the exams officer can upload it onto Learner Work Transfer for marking.
- If the examination entails the use of **secure material** such as **teacher/candidate cards** (i.e. IAS unit 1) or a **randomisation grid** (Int GCSE paper 3), the exams officer and the teacher/examiner at the centre will be able to access these materials on the website before the speaking window. These materials will also be made available under a gold padlock on the qualification page three working days before the speaking window opens. Exams officers will have access to gold padlocked materials via Edexcel Online.
- The remotely conducted examination must be recorded by the exams officer (or invigilator) in the centre and uploaded onto Learner Work Transfer within two working days from the last oral exam for that language has taken place in the centre. If conducting speaking exams on a Friday, the submissions must therefore be made by the following Tuesday.

- The centre must record the speaking assessment in a video format, then convert it to MP3 format before uploading onto Learner Work Transfer.
- The recording must be kept secure by the centre and made available for inspection until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed.
- The centre must ensure that any candidate taking an examination remotely is marked as 'present' for the examination on the attendance register.
- Any events affecting the integrity of the examination, or incidents of attempted, suspected or actual **staff or candidate malpractice** must be reported by the centre by completing a JCQ M1 form and emailing it and any supporting evidence to candidatemalpractice@pearson.com (candidate malpractice) or completing a JCQ M2 form and emailing it to pqsmalpractice@pearson.com (staff malpractice, maladministration or security concerns).
- The candidate will be able to access any approved [access arrangements](#) to which they are entitled.
- When applying **supervised rest breaks** to speaking examinations, the timing of the examination should be paused and re-started when the candidate is ready to continue. Please note that the recording itself should not be stopped or paused. The teacher/examiner should state on the recording that 'the candidate is now taking a supervised rest break' and note the timing to enable this to be resumed. During the supervised rest break the candidate must not have access to any exam materials. If the candidate needs to leave the examination room, a parent or a guardian must accompany the candidate.

It is the responsibility of the centre to ensure that the teacher/examiner conducting the speaking assessments is fully conversant with the specification, has read the Administrative Support Guide for the qualification and has taken the opportunity to attend training or watch a recording of a session. This is important so that the centre can ensure that the exams are conducted without risk of malpractice and candidates are given the opportunity to access the marks that they deserve.

Additional resources:

International GCSE Paper 3 Bitesize Video: [International GCSE Chinese, French, German and Spanish - Speaking Assessment Conduct Reminders - YouTube](#)

International AS Level Unit 1 Bitesize Video: [International A Level French, German and Spanish - Unit 1 Speaking Assessment Conduct Reminders - YouTube](#)

International A Level Unit 3 Bitesize Video: [International A Level French, German and Spanish - Unit 3 Speaking Assessment Conduct Reminders - YouTube](#)