



Pearson  
Edexcel

# **GCSE (9-1) French (1FR1)**

## **Extra Read Aloud Tasks**

Higher

First teaching September 2024  
First certification from 2026

# GCSE (9-1) French

## Extra Read Aloud Tasks

### Higher

- Candidate and Teacher cards
- Mark scheme

Read aloud

Clara has contributed to a blog about friendships.

Read out the text below to your teacher.

J'ai beaucoup de bons amis.

À mon avis, il est important d'avoir un grand nombre de copains.

Ensemble, on peut partager nos problèmes et trouver des solutions.

Je m'entends très bien avec mes parents mais il n'est pas toujours facile

de parler de tout avec eux.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

## Extra read aloud 1

### Instructions to the teacher

Higher tier

Thematic context: My personal world

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **‘The test will now begin. Please read the text.’**

The candidate should read aloud the following text.

J’ai beaucoup de bons amis.

À mon avis, il est important d’avoir un grand nombre de copains.

Ensemble, on peut partager nos problèmes et trouver des solutions.

Je m’entends très bien avec mes parents mais il n’est pas toujours facile de parler de tout avec eux.

### Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

*Q1. Qu’est-ce que tu aimes faire avec tes ami(e)s ?*

*Q2. Quel est ton avis sur l’amitié ?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Read aloud

Léa has contributed to a blog about sport.

Read out the text below to your teacher.

Pour être en forme, je fais du sport.

Je me sens vraiment bien quand je m'entraîne.

On dit souvent qu'adopter une vie active et avoir un régime sain est important.

À mon avis, l'exercice physique est essentiel pour la santé mentale et pour éviter de se sentir stressé.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

## Extra read aloud 2

### Instructions to the teacher

Higher tier

Thematic context: Lifestyle and wellbeing

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **‘The test will now begin. Please read the text.’**

The candidate should read aloud the following text.

Pour être en forme, je fais du sport.

Je me sens vraiment bien quand je m’entraîne.

On dit souvent qu’adopter une vie active et avoir un régime sain est important.

À mon avis, l’exercice physique est essentiel pour la santé mentale et pour éviter de se sentir stressé.

### Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

*Q1. Quel(s) sport(s) est-ce que tu aimes faire ?*

*Q2. Quel est ton avis sur la nourriture saine ?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

**Read aloud**

**Yanis has contributed to a blog about the environment.**

**Read out the text below to your teacher.**

Dans ma ville, il y a trop de pollution.

Le gouvernement ne fait pas assez pour lutter contre ce problème.

Il faut agir maintenant pour réduire les déchets et le nombre de véhicules sur les routes.

À mon avis, tout le monde doit faire beaucoup de choses pour protéger et améliorer l'environnement.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

### Extra read aloud 3

#### Instructions to the teacher

Higher tier

Thematic context: My neighbourhood

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **‘The test will now begin. Please read the text.’**

The candidate should read aloud the following text.

Dans ma ville, il y a trop de pollution.

Le gouvernement ne fait pas assez pour lutter contre ce problème.

Il faut agir maintenant pour réduire les déchets et le nombre de véhicules sur les routes.

À mon avis, tout le monde doit faire beaucoup de choses pour protéger et améliorer l’environnement.

#### Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

*Q1. Qu’est-ce que tu aimes faire pour protéger l’environnement ?*

*Q2. Quel est ton avis sur les voitures ?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Read aloud

Lucas has contributed to a blog about television.

Read out the text below to your teacher.

Je regarde souvent la télé après le collège.

Je trouve que malheureusement il y a trop de violence.

À mon avis, les jeunes s'identifient aux personnages et c'est dangereux.

Un grand nombre de parents limitent le temps que leurs enfants passent devant l'écran et c'est une bonne idée.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

## Extra read aloud 4

### Instructions to the teacher

Higher tier

Thematic context: Media and technology

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **‘The test will now begin. Please read the text.’**

The candidate should read aloud the following text.

Je regarde souvent la télé après le collège.

Je trouve que malheureusement il y a trop de violence.

À mon avis, les jeunes s’identifient aux personnages et c’est dangereux.

Un grand nombre de parents limitent le temps que leurs enfants passent devant l’écran et c’est une bonne idée.

### Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

*Q1. Qu’est-ce que tu aimes regarder à la télé ?*

*Q2. Quel est ton avis sur les parents qui contrôlent le temps d’écran ?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Read aloud

Emma has contributed to a blog about rules at school.

Read out the text below to your teacher.

Je pense que les règles sont importantes.

Pour vivre en communauté, il faut respecter tout le monde.

Certains élèves ne se comportent pas bien et ils font du bruit en cours.

Ils ne se soucient pas des profs qui doivent enseigner ni des autres élèves de la classe qui veulent apprendre.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

## Extra read aloud 5

### Instructions to the teacher

Higher tier

Thematic context: Studying and my future

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **‘The test will now begin. Please read the text.’**

The candidate should read aloud the following text.

Je pense que les règles sont importantes.

Pour vivre en communauté, il faut respecter tout le monde.

Certains élèves ne se comportent pas bien et ils font du bruit en cours.

Ils ne se soucient pas des profs qui doivent enseigner ni des autres élèves de la classe qui veulent apprendre.

### Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

*Q1. Qu'est-ce que tu aimes apprendre au collège ?*

*Q2. Quel est ton avis sur les règles ?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Read aloud

Thomas has contributed to a blog about tourism.

Read out the text below to your teacher.

J'aime voyager avec ma famille.

Je sais que le tourisme a des avantages et des inconvénients.

Je pense que le comportement de certaines personnes peut nuire à  
l'environnement d'un pays.

Si nous voulons continuer à visiter d'autres régions sans causer de problèmes,  
il faut être prudent.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

## Extra read aloud 6

### Instructions to the teacher

Higher tier

Thematic context: Travel and tourism

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **‘The test will now begin. Please read the text.’**

The candidate should read aloud the following text.

J’aime voyager avec ma famille.

Je sais que le tourisme a des avantages et des inconvénients.

Je pense que le comportement de certaines personnes peut nuire à l’environnement d’un pays.

Si nous voulons continuer à visiter d’autres régions sans causer de problèmes, il faut être prudent.

### Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

*Q1. Comment est-ce que tu aimes voyager ?*

*Q2. Quel est ton avis sur le tourisme ?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

## Assessment criteria for the Higher tier – Task 1

### Read aloud – Higher tier (12 marks)

#### Part 1 Read aloud (8 marks)

Students will read aloud a short text. There is one mark grid to be applied to this task. The mark grid is used to assess the clarity and comprehensibility of pronunciation based on knowledge and understanding of Sound Symbol Correspondences (SSCs). Examiners **must** use the specific *Guidance on application of read-aloud mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

#### Part 1 – Read aloud – Higher tier

| Mark | Descriptor (AO3)  |
|------|---|
| 7–8  | Pronunciation is consistently clear and comprehensible, any lapses in SSCs have no impact on the message.                                       |
| 5–6  | Pronunciation is clear and comprehensible, lapses in SSCs have minimal impact on the message.   |
| 3–4  | Pronunciation is generally clear and comprehensible; lapses in SSCs have limited impact on the message.   |
| 1–2  | Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately. |
| 0    | No rewardable material.   |

#### Guidance on application of read-aloud mark grid

The read aloud will be marked holistically, taking into account the whole text that is read out. Students will not be assessed on the quality of their French accent. Anglicised accents will not impact on success as long as pronunciation is clear and comprehensible, and SSCs are accurate. When assessing the read aloud, examiners should not initially look at the text when they are listening but should assess the pronunciation based on how much they can understand of what the student says. Examiners should then check the text for any areas of uncertainty.

#### Part 2 – Short interaction based on text – Higher tier (4 marks)

Students will answer two short questions based on the text they have read aloud. The mark grid is applied once to each response. There is a maximum of 2 marks for each answer. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded. Students can only gain a maximum of one mark for a one-word answer. Examiners **must** use the specific *Guidance on application of mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

| Mark | AO1: Response to spoken language                 |
|------|--|
| 2    | Response fully communicated.                     |
| 1    | Response partially communicated, some ambiguity. |
| 0    | No rewardable communication.                     |