

GCSE French Exemplars

Read Aloud and
Role Play Tasks
Foundation tier

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Introduction

The purpose of this exemplification pack is to provide teachers and students with some examples of marked responses to the GCSE French Paper 1, Speaking, and to demonstrate Pearson's approach to marking.

In this pack, you will find a mark scheme, a sample of responses, and an examiner commentary for the two first components of Paper 1, Speaking: Read aloud and Role play at Foundation tier. The recordings can be accessed from the website.

The speaking exemplars for French, German and Spanish were conducted with real students. Please note that due to the timing of publishing these exemplars, students who were recorded had not been taught under the 2024 specification. As such, students have used some vocabulary and grammar outside of the 2024 specification, and this is given equal but not extra credit. This is in accordance with the requirements of the Department for Education's subject content (see more explanation of this below).

Marks awarded in the exemplars are based on a relatively small sample. Whilst they are a good indication of the marks likely to be awarded for different levels, exact marks may differ somewhat when based on standardisation of a whole live series.

The Sample assessment materials which these responses are based on can be found on the Pearson website [here](#).

If you have any enquiries regarding these materials or have any other questions, please contact our subject advisor team on Teachinglanguages@pearson.com.

Marking point in the spotlight

‘Equal credit’ for use of language outside of the vocabulary and grammar lists

To fulfil tasks, students are only required to use vocabulary and grammar included in the vocabulary and grammar lists of the specification. If they **correctly** use language outside of the vocabulary and grammar lists, they receive the same (but no extra) credit. For example, in **Exemplar E (Higher)**, the student uses the phrase ‘J’ai cassé mon bras’ in response to Role play bullet point 1. The verb ‘casser’ is not on the vocabulary list, but it is credited in the same way as would any word that was on the vocabulary list, e.g. if the student had said, ‘J’ai mal au bras’.

All **incorrect** language will be treated in the same way, regardless of whether or not it is included in the vocabulary and grammar lists. For example, in **French video exemplar 2**, the response to Role play bullet point 5 is not rewarded full marks; this is partly because of the mispronunciation of a non-vocabulary-list word, ‘Indien,’ which makes the meaning unclear (the student says ‘Où est oune la restaurant Inedien ?’). If a word from the vocabulary list had been said unclearly, it would have been treated in the same way.

Overview of exemplars

Task 1 Read aloud - Foundation tier (12 marks)

Read aloud	AO3 marks (out of 8)	AO1 marks (out of 4)	Overall mark (out of 12)
Exemplar A	6 marks	4 marks	10 marks
Exemplar B	6 marks	2 marks	8 marks
Exemplar C	7 marks	1 mark	8 marks
Exemplar D	5 marks	2 marks	7 marks

Task 2 Role play - Foundation tier (10 marks)

Role Play	AO1 marks (out of 10)
Exemplar E	7 marks
Exemplar F	4 marks

Read aloud task (Foundation)

Mark scheme (12 marks)

Part 1 - Read aloud (8 marks)

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 – Foundation tier

Mark	AO3: Knowledge and accurate application of vocabulary
7–8	Pronunciation is generally clear and comprehensible; lapses in SSCs have little or no impact on the message.
5–6	Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.
3–4	Pronunciation is occasionally clear and comprehensible; lapses in SSCs sometimes cause the message to break down.
1–2	Pronunciation is limited in clarity; lapses in SSCs often cause the message to break down.
0	No rewardable material.

Part 2 - Short interaction based on text – Foundation tier (4 marks)

There is one mark grid to be applied to this task. 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.

Exemplar A – Read aloud task (Foundation)

Student card (FRA1)

Read aloud

Sarah, your friend from Belgium, has sent you some information about herself.

Read out the text below to your teacher.

J'ai seize ans.

Mon anniversaire, c'est le trois mai.

J'aime faire la fête avec ma famille.

Mon père prépare un bon gâteau au chocolat.

Normalement, je mange à la maison et je regarde la télévision.

- 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.

Read aloud transcript

Teacher: The test will now begin. Please read the text.

Student: *J'ai seize ans.
Mon anniversaire, c'est le trois mai.
J'aime faire la fête avec ma famille.
Mon père prépare un bon gâteau au chocolat.
Normalement, je mangé à la maison et j'ai regardé la télévision.*

Examiner commentary

Total marks: 6 out of 8 marks

AO3: Knowledge and accurate application of vocabulary

Pronunciation is sometimes clear and comprehensible. There are lapses in SSCs which have little impact on the message such as 'famil' and 'prépaire' but the mispronunciation of 'mange' and 'regarde', in which the final 'e' is pronounced as 'é' have more of an impact as they render the tense unclear, therefore leading to ambiguity.

The best-fit approach results in this response being placed at the top of mark band 5-6 for AO3, knowledge and accurate application of vocabulary, with a mark of 6. This is because it is closer to being 'generally clear' rather than only 'occasionally clear.'

Short interaction based on text - Teacher card (FRA1)

Paper 1: Speaking in French

Task 1: Read aloud

Foundation tier FRA1

Instructions to the teacher

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 seize ans.

Mon anniversaire, c'est le trois mai.

J'aime faire la fête avec ma famille.

Mon père prépare un bon gâteau au chocolat.

Normalement, je mange à la maison et je regarde la télévision.

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 ton anniversaire ?*

Q2. *Qu'est-ce que tu penses de la télévision ?*

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.

Transcript and examiner commentary

Transcript	Total marks: 4 out of 4 marks
<p>Teacher: Qu'est-ce que tu aimes faire pour ton anniversaire ?</p> <p>Student: <i>J'aime aller au cinéma.</i></p>	<p>The response is fully communicated.</p> <p>2 marks</p>
<p>Teacher: Qu'est-ce que tu penses de la télévision ?</p> <p>Student: <i>Je déteste la télévision.</i></p>	<p>The response is fully communicated.</p> <p>2 marks</p>

Exemplar B – Read aloud task (Foundation)

Student card (FRA6)

Read aloud

Your French penfriend, Clara, has sent you a text about her holiday abroad.

Read out the text below to your teacher.

Je suis en vacances.

Le village est très petit.

Aujourd'hui, il fait beau et assez chaud.

Chaque vendredi il y a un grand marché.

Je mange beaucoup de pain ici car il est vraiment délicieux.

- 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.

Read aloud transcript

Teacher: The test will now begin. Please read the text

Student: *Je suis en vacances.
Le village est très petit.
Aujourd'hui, il fait beau et assez chaude.
Chaque vendredi il y a une grande marché.
Je mange beaucoupe de pain ici car il est verment délicieux.*

Examiner commentary

Total marks: 6 out of 8 marks

AO3: Knowledge and accurate application of vocabulary

Pronunciation is sometimes clear and comprehensible. There are lapses in SSCs which have no impact on the message (e.g. 'chaude', 'une', 'grande', 'beaucoup'), however, some lapses make the message unclear (e.g. 'verment', 'délicieux').

The best-fit approach results in this response being placed in the 5-6 mark band for AO3, knowledge and accurate application of vocabulary. As it is closer to being 'generally clear' rather than only 'occasionally clear' it is awarded a mark of 6 rather than 5.

Short interaction based on text - Teacher card (FRA6)

Paper 1: Speaking in French

Task 1: Read aloud

Foundation tier FRA6

Instructions to the teacher

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.

Je suis en vacances.

Le village est très petit.

Aujourd'hui, il fait beau et assez chaud.

Chaque vendredi il y a un grand marché.

Je mange beaucoup de pain ici car il est vraiment délicieux.

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 manger ?

Q2. Qu'est-ce que tu penses de ta ville ou ton village ?

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.

Transcript and examiner commentary

Transcript	Total marks: 2 out of 4 marks
<p>Teacher: Qu'est-ce que tu aimes manger ?</p> <p>Student: <i>Je mange de paintes.</i></p>	<p>There is no rewardable communication. It is unclear what the candidate likes to eat.</p> <p>0 marks</p>
<p>Teacher: Qu'est-ce que tu penses de ta ville ou ton village ?</p> <p>Student: <i>Le village est très petit.</i></p>	<p>The response is fully communicated despite the slight mispronunciation of 'petit'.</p> <p>2 marks</p>

Exemplar C – Read aloud task (Foundation)

Student card (FRA1)

Read aloud

Sarah, your friend from Belgium, has sent you some information about herself.

Read out the text below to your teacher.

J'ai seize ans.

Mon anniversaire, c'est le trois mai.

J'aime faire la fête avec ma famille.

Mon père prépare un bon gâteau au chocolat.

Normalement, je mange à la maison et je regarde la télévision.

- 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.

Read aloud transcript

Teacher: The test will now begin. Please read the text.

Student: *J'ai seize ans.*
Mon anniversaire, c'est le trois mai.
J'aime faire la fête avec ma famille.
Mon père prépare un bon gâteau au chocolat.
Normalement, je mange à la maison et je regarde la télévision.

Examiner commentary

Total marks: 7 out of 8 marks
AO3: Knowledge and accurate application of vocabulary
<p>Pronunciation is generally clear and comprehensible. Most lapses in SSCs have little or no impact on the message (anniversai, un, famil). However, the mispronunciation of 'prépare' as 'prépaire' impacts the clarity of the message as it makes the tense unclear.</p> <p>The best-fit approach results therefore in this response being placed in the lower end of the 7-8 mark band for AO3, knowledge and accurate application of vocabulary, with a mark of 7. This is because the pronunciation is more than sometimes clear.</p>

Short interaction based on text - Teacher card (FRA1)

Paper 1: Speaking in French

Task 1: Read aloud

Foundation tier FRA1

Instructions to the teacher

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 seize ans.

Mon anniversaire, c'est le trois mai.

J'aime faire la fête avec ma famille.

Mon père prépare un bon gâteau au chocolat.

Normalement, je mange à la maison et je regarde la télévision.

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 ton anniversaire ?

Q2. Qu'est-ce que tu penses de la télévision ?

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.

Transcript and examiner commentary

Transcript	Total marks: 1 out of 4 marks
<p>Teacher: Qu'est-ce que tu aimes faire pour ton anniversaire ?</p> <p>Teacher: Qu'est-ce que tu aimes faire pour ton anniversaire ?</p> <p>Student: xxx</p>	<p>There is no rewardable communication.</p> <p>The candidate makes no audible response to the question which the teacher has repeated once.</p> <p>0 marks</p>
<p>Teacher: Qu'est-ce que tu penses de la télévision ?</p> <p>Teacher: Qu'est-ce que tu penses de la télévision ?</p> <p>Student: <i>J'aime à la télévision.</i></p>	<p>The response is partially communicated. There is some ambiguity with the inclusion of the word 'à'.</p> <p>1 mark</p>

Exemplar D – Read aloud task (Foundation)

Student card (FRA6)

Read aloud

Your French penfriend, Clara, has sent you a text about her holiday abroad.

Read out the text below to your teacher.

Je suis en vacances.

Le village est très petit.

Aujourd'hui, il fait beau et assez chaud.

Chaque vendredi il y a un grand marché.

Je mange beaucoup de pain ici car il est vraiment délicieux.

- 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.

Read aloud transcript

Teacher: The test will now begin. Please read the text.

Student: *Je suis une vacancé.
Le village est très petit.
our o dwee, il fait beau et assez chaude.
Chaque vendredi il y a une grande marché.
Je mange beaucu de pain ici car il est verment délicion.*

Examiner commentary

Total marks: 5 out of 8 marks

AO3 Knowledge and accurate application of vocabulary

There is some clear and comprehensible pronunciation. Some lapses in SSCs have no impact on the message (chaude, une, grande). However, the pronunciation of 'vacances' (vacancé), 'délicieux' (délicion'), 'beaucoup' ('beaucu') and 'vraiment' (verment) does make the message unclear. The word 'aujourd'hui' ('our o dwee') was unrecognisable and very difficult to understand, causing the message to break down.

The best-fit approach results in this response being placed at the bottom end of the 5-6 mark band for AO3, knowledge and accurate application of vocabulary, with a mark of 5 because the frequent minor errors, added to the major error of 'aujourd'hui' detracted from the understanding overall.

Short interaction based on text - Teacher card (FRA6)

Paper 1: Speaking in French

Task 1: Read aloud

Foundation tier FRA6

Instructions to the teacher

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.

Je suis en vacances.

Le village est très petit.

Aujourd'hui, il fait beau et assez chaud.

Chaque vendredi il y a un grand marché.

Je mange beaucoup de pain ici car il est vraiment délicieux.

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 manger ?*

Q2. *Qu'est-ce que tu penses de ta ville ou ton village ?*

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.

Transcript and examiner commentary

Transcript	Total marks: 2 out of 4 marks
<p>Teacher: Qu'est-ce que tu aimes manger ?</p> <p>Student: Oui j'aime...</p> <p>Teacher: Qu'est-ce que tu aimes manger ?</p> <p>Student: <i>J'aime manger le chocolat et de pain.</i></p>	<p>The response is fully communicated in spite of the minor grammatical error of 'de pain' instead of 'le' pain'.</p> <p>2 marks</p>
<p>Teacher: Qu'est-ce que tu penses de ta ville ou ton village ?</p> <p>Student: <i>Danz ma village est boulangerie</i></p>	<p>There is no rewardable communication. The response does not answer the question due to no opinion being expressed.</p> <p>0 marks</p>

Role play task (Foundation)

Mark Scheme (10 marks)

There is one mark grid to be applied to this task. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

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 the 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.

Exemplar E – Role play task (Foundation)

Student and teacher cards (FRP3)

Candidate card STIMULUS FRP3
Setting: At the shop

Scenario:

- You are in a clothes shop in France.
- Your teacher will play the part of the shop assistant and will speak first.
- Your teacher will ask questions in French and you must answer in French.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

- Say what item of clothing you want.
- Say what occasion you are buying the item for.
- Say what date the occasion is.
- Give your opinion of the item you have been shown.
- Ask about the price.

Teacher card STIMULUS FRP3
Setting: At the shop

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are in a clothes shop in France. I will play the part of the shop assistant and will speak first.

1	<i>Bonjour. Je peux vous aider ?</i> Allow the candidate to say what item of clothing they want to buy.
2	<i>C'est pour une fête spéciale ?</i> Allow the candidate to say for what occasion they are buying the item.
3	<i>D'accord. Et c'est quand ?</i> Allow the candidate to say what date the occasion is.
4	<i>Voilà ! Ça va ?</i> Allow the candidate to give their opinion of the item.
5	<i>D'accord. Vous avez une question ?</i> Allow the candidate to ask about the price. <i>Give an appropriate brief response.</i>

Transcript and examiner commentary

Transcript		Total marks: 7 out of 10 marks
		AO1: Response to spoken language
Teacher: Bonjour. Je peux vous aider ?	Student: <i>Je voudrais une T-shirt bleu une coton et une pantalon noir.</i>	The response is fully communicated. 2 marks
Teacher: C'est pour une fête spéciale ?		
Student: <i>Je suis acheté pour ma soeur anniversaire.</i>		The response is partially communicated. There is reference to a birthday but the timeframe is unclear. Also there is ambiguity about the occasion because of the slight mispronunciation of 'anniversaire'. 1 mark

<p>Teacher: D'accord. C'est quand ?</p> <p>Student: <i>Je voudrais car pour huit man.</i></p>	<p>There is no rewardable communication. The date is not clearly communicated because of the pronunciation.</p> <p>0 marks</p>
<p>Teacher: Voilà ! Ça va ?</p> <p>Student: <i>Le T-shirt c'est très génial.</i></p>	<p>The response is fully communicated.</p> <p>2 marks</p>
<p>Teacher: D'accord. Vous avez une question ?</p> <p>Student: <i>C'est combien ?</i></p> <p>Teacher: C'est 20 euros.</p>	<p>The response is fully communicated.</p> <p>2 marks</p>

Exemplar F – Role play task (Foundation)

Student and teacher cards (FRP6)

Candidate card STIMULUS FRP6
Setting: Restaurant

Scenario:

- You are at a restaurant in France.
- The teacher will play the part of a restaurant employee and will speak first.
- Your teacher will ask questions in French and you must answer in French.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

- Say who you want a table for.
- Say where you want the table.
- Say what you want to order.
- Give your opinion of French food.
- Ask a question about the internet.

Teacher card STIMULUS FRP6
Setting: Restaurant

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are at a restaurant in France. I will play the part of a restaurant employee and will speak first.

1	<i>Bonjour. Je peux vous aider ?</i> Allow the candidate to say who the table is for. <i>Très bien.</i>
2	<i>Vous voulez une table où ?</i> Allow the candidate to say where they want to sit. <i>Pas de problème.</i>
3	<i>Qu'est-ce que vous voulez commander ?</i> Allow the candidate to say what they want to order. <i>Très bien.</i>
4	<i>Qu'est-ce que vous pensez de la cuisine française ?</i> Allow the candidate to give their opinion of French food. <i>Je comprends.</i>
5	<i>Vous avez une question ?</i> Allow the candidate to ask a question about the internet. <i>Give an appropriate brief response.</i>

Transcript and examiner commentary

Transcript		Total marks: 4 out of 10 marks
		AO1: Response to spoken language
Teacher: Bonjour. Je peux vous aider ?	Student: <i>Je voudrais une taybel pour deux gens.</i>	The pronunciation of 'table' as 'taybel' makes the word unrecognisable and therefore the message ambiguous. However, the phrase 'deux gens' could be understood as two people. 1 mark
Teacher: Très bien. Vous voulez une table où ?		
Student: xxx		There is no rewardable communication as the student does not reply. 0 marks

<p>Teacher: Pas de problème. Qu'est-ce que vous voulez commander ?</p> <p>Student: <i>Je voudrais le steak et fri.</i></p>	<p>The response is fully communicated. Despite the mispronunciation of 'frites' as 'fri,' 'Je voudrais le steak' is enough for the candidate to score full marks.</p> <p>2 marks</p>
<p>Teacher: Très bien. Qu'est-ce que vous pensez de la cuisine française ?</p> <p>Student: <i>J'aime le viande.</i></p>	<p>The response is partially communicated, as it is not clear that they are giving a view on French food.</p> <p>1 mark</p>
<p>Teacher: Je comprends. Vous avez une question ?</p> <p>Student: <i>I don't know!</i></p>	<p>There is no rewardable communication. The response is in English.</p> <p>0 marks</p>