



Pearson
Edexcel

GCSE French Exemplars

Read Aloud and
Role Play Tasks
Higher 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 Higher 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 this response is 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 D**, 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 only, 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 oun 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 - Higher tier (12 marks)

Read aloud	AO3 marks (out of 8)	AO1 marks (out of 4)	Overall mark (out of 12)
Exemplar A	8 marks	4 marks	12 marks
Exemplar B	5 marks	3 marks	8 marks

Task 2 role play - Higher tier (10 marks)

Role Play	AO1 marks (out of 10)
Exemplar C	10 marks
Exemplar D	9 marks

Read aloud task (Higher)

Mark scheme (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	AO3: Knowledge and accurate application of vocabulary
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.

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.

Exemplar A – Read aloud task (Higher)

Student card (HRA5)

Read aloud

Emma has contributed to a blog about her future plans.

Read out the text below to your teacher.

Je vais bientôt aller au lycée.

C'est difficile de choisir quoi étudier car beaucoup de matières me plaisent.

Je pense qu'il faut faire de longues études à l'université si on veut un bon emploi.

Plus tard dans la vie, j'aimerais travailler à l'étranger, voyager souvent et gagner un bon salaire.

- 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 vais bientôt aller au lycée.
C'est difficile de choisir quoi étudier car beaucoup de matières me plaisent.
Je pense qu'il faut faire de longues études à l'université si on veut un bon emploi.
Plus tard dans la vie, j'aimerais travailler à l'étranger, voyager souvent et gagner un bon salaire.*

Examiner commentary

Total marks: 8 out of 8 marks
AO3: Knowledge and accurate application of vocabulary
Pronunciation is consistently clear and comprehensible. There are no lapses in SSCs. The best-fit approach results in this response being placed in the 7–8 mark band for AO3, knowledge and accurate application of vocabulary. This student didn't demonstrate any elements that were tending to the box below and so was awarded 8.

Short interaction based on text - Teacher card (HRA5)

Paper 1: Speaking in French

Task 1: Read aloud

Higher tier HRA5

Instructions to the teacher

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 vais bientôt aller au lycée.

C'est difficile de choisir quoi étudier car beaucoup de matières me plaisent.

Je pense qu'il faut faire de longues études à l'université si on veut un bon emploi.

Plus tard dans la vie, j'aimerais travailler à l'étranger, voyager souvent et gagner un bon salaire.

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. Est-ce que tu aimerais travailler à l'étranger ?

Q2. Quel est ton avis sur l'université ?

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
Teacher: Est-ce que tu aimerais travailler à l'étranger ? Student: <i>Oui je voudrais travailler en France si possible.</i>	The response is fully communicated. 2 marks
Teacher: Quel est ton avis sur l'université ? Student: <i>Je pense que c'est très utile.</i>	The response is fully communicated. 2 marks

Exemplar B – Read aloud task (Higher)

Student card (HRA4)

Read aloud

Lucas has contributed to a blog about technology.

Read out the text below to your teacher.

Je vais sur Internet tous les jours.

Il est vraiment difficile de vivre et de travailler sans technologie.

À mon avis, les portables sont utiles dans notre vie mais je sais qu'il faut être très prudent.

Beaucoup de personnes ont des problèmes de harcèlement sur les réseaux sociaux, surtout les jeunes.

- 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 vais sur Internet tous les jours.
Il est vraiment difficile de vivre et de travailler sanz technologie.
À mon avis, les portables sont utiles danz notre vie mais je sais qu'il faut être très pudent.
Beaucoup de person ont des problèmes de harcèlement sur les résiaux sociaux, surtut les jeunes.*

Examiner commentary

Total marks: 5 out of 8 marks

AO3: Knowledge and accurate application of vocabulary

Pronunciation is comprehensible though there are lapses. The student has a tendency to pronounce the ends of words ending in 's' e.g., 'danz' and 'sanz' but this has no impact on the message. There are other sounds that do have a minimal impact on the message such as 'Internet' (Anternet), 'réseaux' (résiaux), 'surtout' (surtut) and 'prudent' which sounds a little like 'pudent'.

The best-fit approach results in this response being placed in the 5-6 mark band for AO3, knowledge and accurate application of vocabulary; it is closer to the box below due to lapses in SSC and was awarded a mark of 5 rather than 6.

Short interaction based on text - Teacher card (HRA4)

Paper 1: Speaking in French

Task 1: Read aloud

Higher tier HRA4

Instructions to the teacher

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 vais sur Internet tous les jours.

Il est vraiment difficile de vivre et de travailler sans technologie.

À mon avis, les portables sont utiles dans notre vie mais je sais qu'il faut être très prudent.

Beaucoup de personnes ont des problèmes de harcèlement sur les réseaux sociaux, surtout les jeunes.

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 sur Internet ?

Q2. Quel est ton avis sur les portables ?

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: 3 out of 4 marks
Teacher: Qu'est -ce que tu aimes faire sur Internet ? Student: <i>Sur Anternet j'aime regarder les vidéos et j'aime jouer aux jeux en ligne.</i>	The response is fully communicated despite the mispronunciation of 'Internet'. 2 marks
Teacher: Quel est ton avis sur les portables ? Student: <i>Répétez ?</i> Teacher: Quel est ton avis sur les portables ? Student: <i>Sur mon portable je pense que c'est très bien car on peut rester en contact avec ton ami.</i>	The message is partially communicated. There is some ambiguity about whether the opinion given is about the student's own mobile phone or mobile phones in general (this is because of the expression 'sur mon portable'). 1 mark

Role play task (Higher)

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 C – Role play task (Higher)

Student and teacher cards (HRP4)

Candidate card STIMULUS HRP4
Setting: Leisure centre

Scenario:

- You are at a leisure centre in France.
- The teacher will play the part of an employee at the leisure centre 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 activity you want to do at the leisure centre.
- Say how long you want to book it for.
- Tell the employee what your plans are for this evening.
- Ask a question about opening times.
- Ask a question about payment.

Teacher card STIMULUS HRP4
Setting: Leisure centre

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 leisure centre in France. I will play the part of an employee at the leisure centre and will speak first.

1	<i>Bonjour. Je peux vous aider ?</i> Allow the candidate to say what activity they want to do at the leisure centre. <i>Très bien.</i>
2	<i>Vous voulez réserver pour combien de temps ?</i> Allow the candidate to say for how long they want to book it. <i>Pas de problème.</i>
3	<i>Quelles activités allez-vous faire ce soir ?</i> Allow the candidate to tell you what they plan to do this evening. <i>Intéressant.</i>
4	<i>Vous avez une question ?</i> Allow the candidate to ask a question about opening times. <i>Give an appropriate brief response.</i>
5	<i>Vous avez une autre question ?</i> Allow the candidate to ask about payment. <i>Give an appropriate brief response.</i>

Transcript and examiner commentary

Transcript	Total marks: 10 out of 10 marks
	AO1: Response to spoken language
Teacher: Bonjour. Je peux vous aider ? Student: <i>Oui je voudrais jouer au tennis.</i>	The response is fully communicated. 2 marks
Teacher: Très bien. Vous voulez réserver pour combien de temps ? Student: <i>Une heure s'il vous plaît.</i>	The response is fully communicated. 2 marks

Teacher: Pas de problème. Quelles activités allez-vous faire plus tard ? Student: <i>Je vais aller au cinéma.</i>	The response is fully communicated. 2 marks
Teacher: Intéressant. Vous avez une question ? Student: <i>Oui à quelle heure ferme le centre sportif ?</i>	The response is fully communicated. 2 marks
Teacher: On ferme à 10 h du soir. Vous avez une autre question ? Student: <i>Ça coûte combien ?</i> Teacher: Oui c'est 5 euros pour le court de tennis.	The response is fully communicated. 2 marks

Exemplar D – Role play task (Higher)

Student and teacher cards (HRP1)

Candidate card STIMULUS HRP1
Setting: At the hospital

Scenario:

- You are at a hospital in France, and you are talking to a doctor.
- Your teacher will play the part of the doctor 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 is wrong with you.
- Say who is with you.
- Say how long you will be staying in France.
- Ask a question about the hospital.
- Ask a question about medication.

Teacher card STIMULUS HRP1
Setting: At the hospital

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 hospital in France. I will play the part of the doctor and will speak first.

1	<i>Bonjour. Je peux vous aider ?</i> Allow the candidate to say what is wrong with them.
2	<i>Alors, vous êtes avec qui ?</i> Allow the candidate to say who they are at the hospital with.
3	<i>Et vous allez rester en France combien de temps ?</i> Allow the candidate to say how long they are staying in France for.
4	<i>D'accord. Vous avez une question ?</i> Allow the candidate to ask a question about the hospital.
5	<i>Give an appropriate brief answer. Vous avez une autre question ?</i> Allow the candidate to ask a question about medication. <i>Give an appropriate brief answer.</i>

Transcript and examiner commentary

Transcript	Total marks: 9 out of 10 marks
	AO1: Response to spoken language
Teacher: Bonjour. Je peux vous aider ? Student: <i>J'ai cassé mon bras.</i>	The response is fully communicated. 2 marks
Teacher: Alors, vous êtes avec qui ? Student: <i>Je suis ici avec ma mère.</i>	The response is fully communicated. 2 marks
Teacher: Et vous allez rester en France combien de temps ? Student: <i>Je resterai en France pour deux semaine.</i>	The response is fully communicated, despite the slight slip in the pronunciation of the intended 'semaine'. 2 marks

Teacher: D'accord, vous avez une question ? Student: <i>L'hôpital est grand ?</i>	The response is fully communicated. 2 marks
Teacher: Oui c'est un très grand hôpital. Vous avez une autre question ? Student: <i>Je peux prendre le médication quand ?</i> Teacher: Tous les jours, trois fois par jour.	The response is partially communicated. The candidate is able to form a question but there is some ambiguity with the word 'medication' that is used instead of 'médicament'. 1 mark