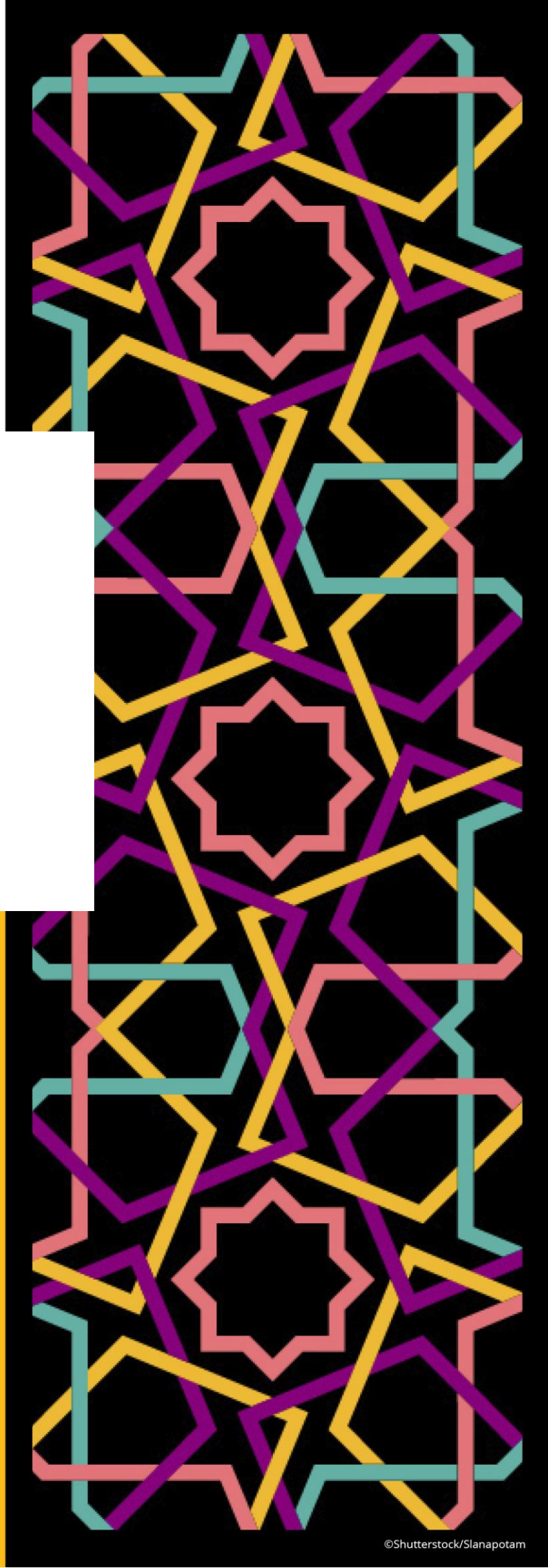




Pearson
Edexcel

GCSE Spanish 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 Spanish 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 A (Higher)**, the student uses the phrase ‘Me gusta nadar en el mar ya que el agua es calor’ to answer the first follow-on question. The verb ‘nadar’ 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 ‘Me gusta bañarme en el mar ya que el agua es calor’.

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 **Spanish video exemplar 2**, the phrase ‘me gustaría sería un banco’, ‘banco’ is not on the vocabulary list. It is used incorrectly in the intended context of the student's future plans, contributing to the message breaking down. If a word from the vocabulary list e.g. ‘colegio’ had been used instead, 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	8 marks	1 mark	9 marks
Exemplar B	6 marks	1 mark	7 marks
Exemplar C	4 marks	3 mark	7 marks

Task 2 role play - Foundation tier (10 marks)

Role Play	AO1 marks (out of 10)
Exemplar D	9 marks
Exemplar E	7 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 (FRA3)

Read aloud

Manuel, your Mexican friend, talks to you about using the internet.

Read out the text below to your teacher.

Soy fan de Internet.

Me gusta estar en línea.

Prefiero escuchar la música con mi móvil.

Uso mi ordenador para aprender lenguas nuevas.

También, es fácil chatear con mis amigos españoles por las redes sociales.

- 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

Student: *Soy fan de Internet.
Me gusta estar en línea.
Prefer... prefiero escuchar la música con mi móvil. Uso mi ordenador para
aprender lenguas nuevas.
También, es fácil chatear con mis amigos españoles por las redes
sociales.*

Examiner commentary

Total marks: 8 out of 8 marks
AO3: Knowledge and accurate application of vocabulary
<p>Pronunciation is generally clear and comprehensible. There is a minor lapse in SSC, with 'aprender' however this has no impact on the message. The student corrects themselves when pronouncing 'prefiero', which is perfectly acceptable.</p> <p>The best-fit approach results in this response being placed in the 7-8 mark band for AO3, knowledge and accurate application of vocabulary; it is not showing any elements of the band below so the candidate is awarded full marks.</p>

Short interaction based on text - Teacher card (FRA3)

Paper 1: Speaking in Spanish

Task 1: Read aloud

Foundation tier FRA3

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.

Soy fan de Internet.

Me gusta estar en línea.

Prefiero escuchar la música con mi móvil.

Uso mi ordenador para aprender lenguas nuevas.

También, es fácil chatear con mis amigos españoles por las redes sociales.

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. *¿Qué te gusta hacer en línea?*

Q2. *¿Qué piensas de las redes sociales?*

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: ¿Qué te gusta hacer en línea?</p> <p>Student: <i>Un año.</i></p> <p>Teacher: ¿Qué te gusta hacer en línea?</p> <p>Student: <i>TikTok.</i></p>	<p>There is no rewardable communication.</p> <p>The first response has to be assessed as it is a complete answer. The teacher (incorrectly) repeated the question because they knew that the answer was incorrect, offering the student a second chance. This gives the student an unfair advantage over other students and is not allowed. The student can therefore not be rewarded for their second answer.</p> <p>0 marks</p>
<p>Teacher: Y ¿qué piensas de las redes sociales?</p> <p>Student: <i>Es importante.</i></p>	<p>The response is partially communicated. We can interpret a positive opinion, however, due to the singular use of the third person of the verb 'ser', rather than the plural, the response causes some ambiguity, almost as though the sentence is incomplete.</p> <p>1 mark</p>

Exemplar B – Read aloud task (Foundation)

Student card (FRA5)

Read aloud

Daniel, your Peruvian friend, tells you about camping.

Read out the text below to your teacher.

Amo ir de camping.

Creo que los hoteles son muy caros.

No me gusta pagar demasiado para dormir.

Pasar una noche en el bosque es mi sueño.

Compartir momentos en la naturaleza es siempre excelente.

- 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: *Amo ir de camping.
Creo que los hoteles son muy carós.
No me gusta pagar demasiado para dormir.
Pasar uno noche en el bosque es mi suuno.
Competir momentos el la lotranesa es siempre excelente.*

Examiner commentary

Total marks: 6 out of 8 marks

AO3: Knowledge and accurate application of vocabulary

There is some clear and comprehensible pronunciation but there are lapses in SSCs that make the message unclear. The word 'sueño' is incorrectly pronounced and seemingly the letter 'a', in place of an 'e', is used. Rather than read out the correct word 'compartir' meaning 'to share', the candidate wrongly reads this as 'competir' meaning 'to compete'. Lastly, the mispronunciation of the multiple sounds in 'naturaleza', creates a word that cannot be recognised and renders part of this phrase incomprehensible.

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

Short interaction based on text - Teacher card (FRA5)

Paper 1: Speaking in Spanish

Foundation tier FRA5

Task 1: Read aloud

Thematic context: Travel and tourism

Instructions to the teacher

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.

Amo ir de camping.

Creo que los hoteles son caros.

No me gusta pagar demasiado para dormir.

Pasar una noche en el bosque es mi sueño.

Compartir momentos en la naturaleza es siempre excelente.

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. *¿Qué te gusta hacer durante las vacaciones escolares?*

Q2. *¿Qué piensas de pasar tiempo al aire libre?*

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: ¿Qué te gusta hacer durante las vacaciones escolares?</p> <p>Student: <i>Me gustaría McDonalds.</i></p>	<p>The response is partially communicated. There is some ambiguity due to the use of the conditional tense. One can interpret a positive opinion about fast-food restaurants, but it is unclear if this is an aspiration or a habitual visit.</p> <p>1 mark</p>
<p>Teacher: ¿Qué piensas de pasar tiempo al aire libre?</p> <p>Teacher: ¿Qué piensas de pasar tiempo al aire libre?</p> <p>Student: <i>Oh...</i></p>	<p>There is no rewardable communication.</p> <p>0 marks</p>

Exemplar C – Read aloud task (Foundation)

Student card (FRA1)

Read aloud

A Colombian friend has written to you about their lifestyle.

Read out the text below to your teacher.

La salud es muy importante.

Siempre como frutas y verduras.

Salir al jardín me hace más positivo.

Cuando escucho música o practico deporte, estoy feliz.

Prefiero divertirme con amigos que sentarme delante de la tele.

- 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: Could you read the text.

Student: *La salud es muy importante.
Siempre como frutas y verduras.
Salir al jardín me hace más positivo.
Cuando escucho música o practico deporte, estoy feliz.
Prefiero divertirme con amigos que sentarme delante de la tele.*

Examiner commentary

Total marks: 4 out of 8 marks

AO3: Knowledge and accurate application of vocabulary

Pronunciation is clear and comprehensible for the first two sentences. There are sometimes lapses in SSCs that cause the message to break down in the final three sentences, particularly in the fifth sentence. The mispronunciation of 'salir', 'hace', 'cuando', 'escucho', 'prefiero', 'divertirme' and 'sentarme' renders parts of these sentences very unclear.

The best-fit approach results in this response being placed in the mark band 3-4 for AO3, knowledge and accurate application of vocabulary; it is closer to the band above due to the majority of the message coming through overall, so was awarded 4 rather than 3.

Short interaction based on text - Teacher card (FRA1)

Paper 1: Speaking in Spanish

Task 1: Read aloud

Foundation tier FRA1

Instructions to the teacher

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.

La salud es muy importante.

Siempre como frutas y verduras.

Salir al jardín me hace más positivo.

Cuando escucho música o practico deporte, estoy feliz.

Prefiero divertirme con amigos que sentarme delante de la tele.

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. ¿Qué te gusta comer?

Q2. ¿Qué piensas de hacer actividades deportivas con amigos?

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
<p>Teacher: ¿Qué te gusta comer?</p> <p>Student: <i>Helados.</i></p>	<p>The answer is correct but as per the mark scheme, the student can only gain a maximum of one mark for a one-word answer.</p> <p>1 mark</p>
<p>Teacher: Y, ¿qué piensas de hacer actividades deportivas con amigos?</p> <p>Student: <i>Es divertido.</i></p> <p>Teacher: Muy bien, gracias.</p>	<p>The response is fully communicated</p> <p>2 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 D – Role play task (Foundation)

Student and teacher cards (FRP1)

Candidate card STIMULUS FRP1
Setting: At the campsite

Scenario:

- You are at a campsite.
- Your teacher will play the part of the receptionist and will speak first.
- Your teacher will ask questions in **Spanish** and you must answer in **Spanish**.
- 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 how long you want to stay.
- Say where you want to be on the campsite.
- Say who is in your group.
- Give your opinion about the weather in Spain.
- Ask a question about things to do on the campsite.

Teacher card STIMULUS FRP1

Setting: At the campsite

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 campsite. I will play the part of the receptionist and will speak first.

1	<i>Buenos días. ¿Cómo puedo ayudarle?</i> Allow the candidate to say how long they want to stay.
2	<i>Muy bien. Y ¿dónde quiere estar en el camping?</i> Allow the candidate to say where they want to be on the campsite.
3	<i>Vale. Y ¿quién está en su grupo?</i> Allow the candidate to say who is in their group.
4	<i>De acuerdo. Y ¿cuál es su opinión del tiempo en España?</i> Allow the candidate to say what they think about the weather in Spain.
5	<i>Muy interesante. ¿Tiene una pregunta?</i> Allow the candidate to ask you a question about things to do on the campsite. <i>Give an appropriate brief response.</i>

Transcript and examiner commentary

Transcript	Total marks: 9 out of 10 marks
	AO1: Response to spoken language
Teacher: ¿Cómo puedo ayudarle? Student: <i>Un año.</i>	The response is partially communicated. Some ambiguity due to the unrealistic time period. 1 mark
Teacher: Muy bien. Y ¿dónde quiere estar en el camping? Student: <i>En el parque.</i>	The response is fully communicated. 2 marks
Teacher: Y ¿quién está en su grupo? Student: <i>Mis amigos.</i>	The response is fully communicated. 2 marks

<p>Teacher: De acuerdo. Y ¿cuál es su opinión del tiempo en España?</p> <p>Student: <i>Es perfecto.</i></p>	<p>The response is fully communicated.</p> <p>2 marks</p>
<p>Teacher: Muy interesante. ¿Tiene una pregunta?</p> <p>Student: <i>¿Hey actavi...actividades en el camping?</i></p> <p>Teacher: Sí. Hay muchas actividades y son gratuitas.</p>	<p>The response is fully communicated.</p> <p>2 marks</p>

Exemplar E – Role play task (Foundation)

Student and teacher cards (FRP2)

Candidate card STIMULUS FRP2
Setting: In town

Scenario:

- You are in a city and stop a passer-by to get information about shops and hotels.
- Your teacher will play the part of a passer-by and will speak first.
- Your teacher will ask questions in **Spanish** and you must answer in **Spanish**.
- 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 kind of shop you are looking for.
- Say what you need to buy.
- Say why you are visiting the city.
- Give your opinion about the city.
- Ask a question about hotels.

Teacher card STIMULUS FRP2
Setting: In town

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 city and stop a passer-by to get information about shops and hotels. I will play the part of the passer-by and I will speak first.

1	Buenos días. ¿En qué puedo ayudarte? Allow the candidate to say what kind of shop they are looking for.
2	Muy bien. Y ¿qué necesita comprar? Allow the candidate to say what they need to buy.
3	Vale. Y ¿por qué visita usted la ciudad? Allow the candidate to say why they are visiting the city.
4	Bueno. Y ¿cuál es su opinión de esta ciudad? Allow the candidate to say what they think about the city.
5	Muy interesante. ¿Tiene una pregunta? Allow the candidate to ask a question about hotels. <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: Buenos días. ¿En qué puedo ayudarle? Student: <i>Er... estoy buscando un supermercado.</i>	The response is fully communicated. 2 marks
Teacher: Muy bien. Y ¿qué necesita comprar? Student: <i>Queso.</i>	The answer is correct but as per the mark scheme, the student can only gain a maximum of one mark for a one-word answer. 1 mark
Teacher: Vale. Y ¿por qué visita usted la ciudad? Student: <i>Porque es interesante.</i>	The response is fully communicated. 2 marks

<p>Teacher: Vale. Bueno. Y ¿cuál es su opinión de esta ciudad?</p> <p>Student: <i>En mi opinión es bien... uh...</i></p>	<p>The response is fully communicated.</p> <p>2 marks</p>
<p>Teacher: Muy interesante, y ¿tiene una pregunta?</p> <p>Student: <i>¿Te gusta la ciudad?</i></p> <p>Teacher: Sí, me gusta mucho. Gracias.</p>	<p>There is no rewardable communication. The student does not ask a question about hotels as required by the prompt.</p> <p>0 marks</p>