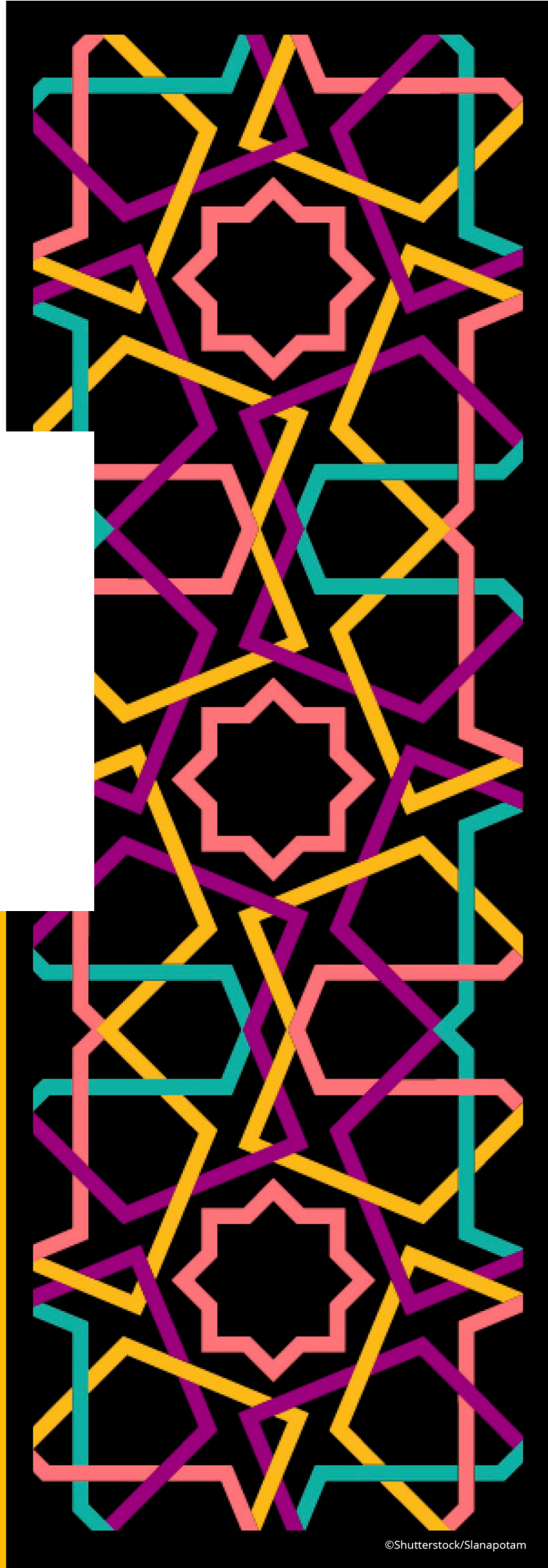




Pearson
Edexcel

GCSE Spanish 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 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 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 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**, 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 only, 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 - 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	8 marks	2 marks	10 marks
Exemplar C	7 marks	1 mark	8 marks

Task 2 role play - Higher tier (10 marks)

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

Read aloud

Rosalía, your aunt, has emailed you with directions to the hotel.

Read out the text below to your teacher.

Hace mucho calor aquí, en África.

Para llegar al hotel, debes coger el autobús desde el aeropuerto.

Nuestra habitación está a la izquierda, en la quinta planta, y tiene vistas maravillosas.

Nos alojamos en un sitio económico con wifi y desayuno incluido, lo que es perfecto porque odio preparar comida.

- 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: *Hace mucho calor aquí, en Africa.
Para llegar al hotel, debes coger el otobús desde el eropuerto.
Nuestra habitación está a la izquierda, en la quinta planta, y tiene vistas maravillosas.
Nos alojamos en un sitio económico con wifi y desayuno incluido, lo que es perfecto porque odio preparar comida.*

Examiner commentary

Total marks: 8 out of 8 marks

AO3: Knowledge and accurate application of vocabulary

Pronunciation is consistently clear and comprehensible. There are minimal, slight lapses with 'autobús' and 'aeropuerto' but these have no impact on the message.

The best-fit approach results in this response being placed in the 7-8 mark band for AO3, knowledge and accurate application of vocabulary. As there are no elements of the band below due to consistency in clarity of pronunciation, the candidate was awarded full marks.

Short interaction based on text - Teacher card (HRA5)

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.

Hace mucho calor aquí, en África.

Para llegar al hotel, debes coger el autobús desde el aeropuerto.

Nuestra habitación está a la izquierda, en la quinta planta, y tiene vistas maravillosas.

Nos alojamos en un sitio económico con wifi y desayuno incluido, lo que es perfecto porque odio preparar comida.

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 cuando hace buen tiempo?*

Q2. *¿Cuál es tu opinión de la comida extranjera?*

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: Y, ¿qué te gusta hacer cuando hace buen tiempo? ¿Qué te gusta hacer cuando hace buen tiempo?</p> <p>Student: <i>Me gusta nadar en el mar ya que el agua es calor.</i></p>	<p>The response is fully communicated despite the use of 'calor'.</p> <p>2 marks</p>
<p>Teacher: ¿Cuál es tu opinión de la comida extranjera?</p> <p>Student: <i>Me encanta comida extrajera.</i></p>	<p>The response is fully communicated despite the slight mispronunciation of 'extranjera'.</p> <p>2 marks</p>

Exemplar B – Read aloud task (Higher)

Student card

Read aloud

Sara, your friend, has contributed to a blog about sports.

Read out the text below to your teacher.

Cada miércoles, intento jugar al voleibol.

Con el horario que tengo, nunca encuentro tiempo para pertenecer a clubes.

Pero me apetece empezar el baloncesto de silla de ruedas ya que parece divertido.

Pienso que la mayoría de los jóvenes no hace suficiente ejercicio y que son menos activos que antes.

- 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: *Cada miércoles, intento jugar al voleibol.
Con el horario que tengo, nunca encuentro tiempo para pertenecer a clubes.
Pero me apetece empezar el baloncesto de silla de ruedas ya que parece divertido.
Pienso que le...la mayoría de los jóvenes no hace suficiente... suficiente ejercicio y que son menos áctivos que antes.*

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 that have any impact on the message. The candidate self-corrects 'suficiente' to say 'suficiente' and therefore the error is discounted.

The best-fit approach results in this response being placed in the 7-8 mark band for AO3, knowledge and accurate application of vocabulary. As there are no elements of the band below due to consistency in clarity of pronunciation, the candidate was awarded full marks.

Short interaction based on text - Teacher card (HRA1)

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.

Cada miércoles, intento jugar al voleibol.

Con el horario que tengo, nunca encuentro tiempo para pertenecer a clubes.

Pero me apetece empezar el baloncesto de silla de ruedas ya que parece divertido.

Pienso que la mayoría de los jóvenes no hace suficiente ejercicio y que son menos activos que antes.

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 para mantenerte en forma?*

Q2. *¿Cuál es tu opinión de hacer deportes en equipo?*

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: ¿Qué te gusta hacer para mantenerte en forma?</p> <p>Student: <i>Para mantenerte en forma, me gustaría jugar al tenis y ya que mis amigos jugarlo y dirían que es muy divertido y...</i></p>	<p>The response is partially communicated with some ambiguity. A positive opinion about tennis is expressed and a justification fairly well attempted. However with the use of the second person in 'mantenerte' and the use of the conditional, the message is not fully clear.</p> <p>1 mark</p>
<p>Teacher: Y, ¿cuál es tu opinión de hacer deportes en equipo?</p> <p>Student: Er...</p> <p>Teacher: ¿Cuál es tu opinión de hacer deportes en equipo?</p> <p>Student: <i>No me gusta hacer deportes en un equipo ya que...como...como el equipo hace...no...se puede hacer muy bien, pero el equipo puede hacer mucho más mal.</i></p>	<p>The response is partially communicated with some ambiguity. A negative opinion is expressed but the justification is too unclear and, despite the candidate's attempts to restart, the reason remains too undistinguishable.</p> <p>1 mark</p>

Exemplar C – Read aloud task (Higher)

Student card

Read aloud

Rosalía, your aunt, has emailed you with directions to the hotel.

Read out the text below to your teacher.

Hace mucho calor aquí, en África.

Para llegar al hotel, debes coger el autobús desde el aeropuerto.

Nuestra habitación está a la izquierda, en la quinta planta, y tiene vistas maravillosas.

Nos alojamos en un sitio económico con wifi y desayuno incluido, lo que es perfecto porque odio preparar comida.

- 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: Please read the text.

Student: *Hace mucho calor aquí, en África.
Para llegar al hotel, debes coger el autobús desde el eropuerto.
Nuestra habitación está a la izquierda, en la quinta planta, y tiene vistas maravillosas.
Nos alojamos en un sitio económico con wifi y desayuno incluido, lo que es perfecto porque ode...odio preparar comida.*

Examiner commentary

Total marks: 7 out of 8 marks

AO3: Knowledge and accurate application of vocabulary

Pronunciation is consistently clear and comprehensible despite some lapses in SSCs which have no impact on the message. For example, there is a soft 'h' sound included at times, 'aeropuerto' is pronounced slightly incorrectly and the pronunciation of the word 'wi-fi' is anglicised. The inconsistent pronunciation of the letter 'c' in the words 'hace' and 'habitacion' might cause confusion.

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 closer to the band below due to the minor lapses in SSC and the inconsistent pronunciation of the letter 'c' and so was awarded a mark of 7 rather than 8.

Short interaction based on text - Teacher card

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.

Hace mucho calor aquí, en África.

Para llegar al hotel, debes coger el autobús desde el aeropuerto.

Nuestra habitación está a la izquierda, en la quinta planta, y tiene vistas maravillosas.

Nos alojamos en un sitio económico con wifi y desayuno incluido, lo que es perfecto porque odio preparar comida.

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 cuando hace buen tiempo?*

Q2. *¿Cuál es tu opinión de la comida extranjera?*

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 cuando hace buen tiempo? ¿Qué te gusta hacer cuando hace buen tiempo?</p> <p>Student: <i>Er... Si en el en buen tiempo... er... me gustaría jugar al fútbol con mis amigos y... er... también... er... me gustaría visitar... er... a la playa.</i></p>	<p>The response is partially communicated with some ambiguity due to the use of the conditional tense. One can understand playing football and visiting the beach, but it is unclear if these are aspirations or habitual activities.</p> <p>1 mark</p>
<p>Teacher: Y, ¿cuál es tu opinión de la comida extranjera? ¿Cuál es tu opinión de la comida extranjera?</p> <p>Student: <i>Uh...uh</i></p>	<p>There is no rewardable communication.</p> <p>0 marks</p>

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 D – Role play task (Higher)

Student and teacher cards (HRP3)

Candidate card STIMULUS HRP3
Setting: At the shopping centre

Scenario:

- You are in a shopping centre, buying a gift.
- Your teacher will play the part of the employee 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:

1. Say what kind of gift you want.
2. Say what occasion the gift is for.
3. Say when you will celebrate the occasion.
4. Ask a question about something else you want to buy.
5. Ask a question about places to eat and drink.

Teacher card STIMULUS HRP3
Setting: At the shopping 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 in a shopping centre buying a gift. I will play the part of the employee and will speak first.

1	<i>Buenos días. ¿Cómo puedo ayudarle?</i> Allow the candidate to say what kind of gift they want.
2	<i>Muy bien. ¿Para qué ocasión es?</i> Allow the candidate to say what the occasion is.
3	<i>De acuerdo. ¿Cuándo se va a celebrar la ocasión?</i> Allow the candidate to say when the occasion will take place. <i>Give an appropriate brief response.</i>
4	<i>Y ¿tiene una pregunta?</i> Allow the candidate to ask about something else they want to buy.
5	<i>Vale. Y ¿tiene otra pregunta?</i> Allow the candidate to ask about places to eat and drink. <i>Give an appropriate brief answer.</i>

Transcript and examiner commentary

Transcript		Total marks: 10 out of 10 marks
		AO1: Response to spoken language
<p>Teacher: Buenos días. ¿Cómo puedo ayudarle?</p> <p>Student: <i>Er... Me gustaría er... comprar un videojuego.</i></p>	<p>The response is fully communicated.</p> <p>2 marks</p>	
<p>Teacher: Muy bien. ¿Para qué ocasión es?</p> <p>Student: <i>Er... para el cumpleaños de mi mejor amigo.</i></p>	<p>The response is fully communicated despite the slight mispronunciation of 'mejor'.</p> <p>2 marks</p>	

<p>Teacher: De acuerdo. Y, ¿cuándo se va a celebrar la ocasión?</p> <p>Student: <i>Su cumpleaños es el fin de este semana.</i></p>	<p>The response is fully communicated despite the minor error in gender.</p> <p>2 marks</p>
<p>Teacher: Y ¿tiene una pregunta?</p> <p>Student: <i>Sí. ¿Tiene faldas?</i></p>	<p>The response is fully communicated.</p> <p>2 marks</p>
<p>Teacher: Sí, tenemos una variedad de faldas. Vale. Y ¿tiene otra pregunta?</p> <p>Student: <i>Sí ¿hay unas, hay unos lugares para comer aquí?</i></p> <p>Teacher: Sí. Al lado del centro comercial hay un Nandos.</p>	<p>The response is fully communicated.</p> <p>2 marks</p>

Exemplar E – Role play task (Higher)

Student and teacher cards (HRP4)

Candidate card STIMULUS HRP4
Setting: At the sports centre

Scenario:

- You are at a sports centre and want to book a sports activity.
- Your teacher will play the part of the employee 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 sport you want to do.
- Ask the employee about buying a drink.
- Explain why you like to do exercise.
- Say what activity you plan to do tomorrow.
- Ask the employee about opening times.

Teacher card STIMULUS HRP4
Setting: At the sports 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 sports centre and want to book a sports activity. I will play the part of the employee and will speak first.

1	<i>Buenos días. ¿Cómo puedo ayudarte?</i> Allow the candidate to say what sport they want to do.
2	<i>De acuerdo. ¿Tiene una pregunta?</i> Allow the candidate to ask about buying a drink. <i>Give an appropriate brief response.</i>
3	<i>Y ¿por qué le gusta hacer ejercicio?</i> Allow the candidate to say why they like to do exercise.
4	<i>Y ¿qué actividad quiere hacer mañana?</i> Allow the candidate to say what activity they plan to do tomorrow.
5	<i>¿Tiene otra pregunta?</i> Allow the candidate to ask about opening times. <i>Give an appropriate brief answer.</i>

Transcript and examiner commentary

Transcript	Total marks: 9 out of 10 marks
	AO1: Response to spoken language
<p>Teacher: Buenos días. ¿Cómo puedo ayudarte?</p> <p>Student: <i>Hola. Me gustaría jugar al fútbol aquí por favor.</i></p>	<p>The response is fully communicated.</p> <p>2 marks</p>
<p>Teacher: De acuerdo. ¿Tiene una pregunta?</p> <p>Student: <i>¿Como...compro Coca Cola aquí?</i></p>	<p>The response is fully communicated.</p> <p>2 marks</p>

<p>Teacher: Sí, hay una tienda donde se puede comprar Coca Cola. Y ¿por qué le gusta hacer ejercicio?</p> <p>Student: <i>Me encanta ir ejercicio porque me gusta llevar una vida sana.</i></p>	<p>The response is fully communicated, despite the use of 'ir' instead of 'hacer'.</p> <p>2 marks</p>
<p>Teacher: Y ¿qué actividad quiere hacer mañana?</p> <p>Student: <i>Mañana voy a ir al cine con mis padres.</i></p>	<p>The response is fully communicated.</p> <p>2 marks</p>
<p>Teacher: ¿Tiene otra pregunta?</p> <p>Student: <i>¿Qué es el horario?</i></p> <p>Teacher: Aquí empezamos a las nueve de la mañana.</p>	<p>The response is partially communicated. It is not clear which timetable the candidate is referring to. However there is an idea of 'times' being questioned.</p> <p>1 mark</p>