



GCSE MARKING SCHEME

SUMMER 2023

**FRENCH - COMPONENT 3
READING - HIGHER TIER
C800UC0-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

EDUQAS GCSE FRENCH

SUMMER 2023 MARK SCHEME

COMPONENT 3: READING HIGHER TIER (60 marks)

General Advice

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all.

A detailed mark scheme is provided but further answers will be discussed at the examiners' conference in the light of candidates' scripts.

Figures and numbers are acceptable and this is stated in the notes to candidates.

Additional incorrect information given by the candidate must be disregarded as long as the correct answer has been given unless the incorrect information obviously contradicts or modifies what has been written.

When extra boxes are ticked or additional answers given, the correct answers are credited and the incorrect ones subtracted. If candidates hedge their bets (give two contradictory answers), the marks awarded are $+1 -1 = 0$.

Where information given for example in brackets or with an oblique (unless considered an alternative answer) makes the answer more ambiguous a mark is deducted.

On some occasions there may be only a partial, incomplete or ambiguous answer and we need to look at these on an individual basis.

Answers in English which have English spelling which is incorrect but understandable and which does not interfere with the message communicated will be generally accepted. Answers in French which have French spelling which is incorrect but understandable will be generally accepted.

Translation into English

Suggested translations of each sentence or passage are provided in the mark scheme. Each sentence or section is credited with 1 or 0 marks. Possible alternatives will be looked at on an individual basis. English spelling which is incorrect but understandable and does not interfere with the message communicated will be generally accepted.

The marks awarded for each question should be shown in the margin by the question. These should be totalled and the total shown at the bottom of the margin on the final page.

When writing or speaking about themselves, gender identification should not be an issue as they should be using first-person pronouns. If candidates choose to write or speak in the third-person, they must be consistent in their pronoun choices, for example, use of 'they/them/xe/xhe' should not be seen as grammatically incorrect if the candidate is consistently using the chosen pronoun throughout their writing. Please be mindful of candidates' choices in assessing all work. When discussing another individual in the third person where gender or gender preference is unknown or undisclosed, WJEC expects consistent application of the gender agreement of the candidate's choice, for example, the discussion of a writer's craft could make reference to 'him/her' or 'they'.

Marking reminders

- Ensure marks awarded tally with the number of marks allocated
- Check the number of details required in the response
- Check mathematical additions when totalling marks

Question 1 **[6]**

- (a) (November) 2017/4 months ago [1]
- (b) Any one of: [1]
no steering wheel
no driver
6 seats
4 standing spaces
automatic departure
- (c) Any one of: [1]
tram stops/stations
- (d) 670 [1]
- (e) Any two of: [2]
it is great/(very) good/super
(very) pleasant
(very) practical

Question 2 **[6]**

- (a) he felt free [1]
- (b) (often) ill/sick [1]
- (c) did whatever he wanted [2]
played in the sea
- (d) Any two of: [2]
camped on beaches
went somewhere different every year
visited places which weren't in the guidebooks

Question 3**[6]**

(a) Sophie travaille...

[1]

| | |
|---------------------|---|
| le mercredi. | |
| pendant la semaine. | |
| pendant le weekend. | ✓ |

(b) Elle travaille pour une organisation...

[1]

| | |
|-----------|---|
| bénévole. | ✓ |
| sportive. | |
| scolaire. | |

(c) Elle a commencé le travail...

[1]

| | |
|---------------|---|
| le matin. | |
| l'après-midi. | ✓ |
| le soir. | |

(d) Elle a préparé...

[1]

| | |
|----------------|---|
| les boissons. | ✓ |
| les repas. | |
| les vêtements. | |

(e) Samedi prochain elle...

[1]

| | |
|--------------------------|---|
| fera les courses. | |
| ne fera rien. | |
| fera beaucoup de choses. | ✓ |

(f) Quand elle aide le soir, elle est...

[1]

| | |
|--------------|---|
| malheureuse. | ✓ |
| contente. | |
| fatiguée. | |

Question 4

[6]

| | | |
|-----|---|---|
| (a) | Tom adore rencontrer les gens. | |
| (b) | Tom adore la voile. | ✓ |
| (c) | Il faut être en bonne santé pour faire de la voile. | ✓ |
| (d) | Tom fait de la voile tout seul. | ✓ |
| (e) | Tom fait ce sport avec ses copains. | |
| (f) | Tom n'a pas gagné de prix. | |
| (g) | Le bateau est adapté pour les jeunes. | ✓ |
| (h) | Il est difficile d'utiliser le bateau. | |
| (i) | La Coupe internationale était l'année dernière. | |
| (j) | La Coupe internationale est un concours important. | ✓ |
| (k) | Tom va partir en vacances avec ses copains. | |
| (l) | Après la compétition, Tom veut se reposer chez lui. | ✓ |

Question 5

[6]

| | | |
|--|---|-----|
| La situation géographique du collège : Écris deux détails. | <ul style="list-style-type: none"> • (situé) près des attractions/au centre-ville • (situé) dans un énorme parc | [2] |
| Une fois les cours terminés : Écris deux détails. | <p>Any two of:</p> <ul style="list-style-type: none"> • (il y a) une heure supplémentaire • (on peut faire) une activité sportive • (on peut faire) une activité artistique | [2] |
| Comment s'informer sur le collège : Écris deux détails. | <p>Any two of:</p> <ul style="list-style-type: none"> • (on peut) visiter le collège (chaque mercredi) • (on peut) rencontrer avec des professeurs / élèves (en formation). • (on peut) discuter avec des professeurs / élèves (en formation). | [2] |

Question 6 [8]

- (a) young people (who are looking for a job/work) [1]
- (b) use social media [1]
- (c) helps you to find work
provides a list of the jobs available [2]
- (d) Any one of:
part-time jobs [1]
summer jobs
- (e) in files (for each town) on a website [1]
- (f) write a good application letter/CV
prepare for the interview
be well-organised [2]

Question 7 [8]

- (a) Any two of:
six children [2]
always there for him
helped him
reassured him
- (b) never lonely/alone [1]
- (c) Any one of:
Sad/unhappy [1]
unable to talk about them
- (d) a writer/author [1]
- (e) always working/hardworking [1]
- (f) Any two of:
worked hard/did lots of housework
prepared meals for the whole family
wanted to give her children everything
her name was Solange [2]

- Question 8** [8]
- (a) Any two of: [2]
can't be spontaneous
have to do research
there aren't many vegetarian restaurants
- (b) he thinks that it is unfair [1]
- (c) Any one of: [1]
that it's not more popular
less than 3% of the French population are vegetarians
- (d) Any one of: [1]
there are no meat-free dishes on the menu
there is a limited choice
- (e) Any two of: [2]
need to check the ingredients in each dish
make excuses about their diet
people think they are just being difficult customers
- (f) Any one of: [1]
this is unacceptable
need to act immediately

Question 9 - Translation**[6]**

Selon un article récent, de plus en plus de jeunes veulent protéger l'environnement. Ils s'inquiètent de la crise climatique et ils ont protesté pour partager leurs opinions. Il faut faire des efforts pour changer nos mauvaises actions. Si tout le monde respectait la planète il y aurait moins de problèmes.

| French | *Reward 1 mark for each section |
|--|--|
| Selon un article récent, de plus en plus de jeunes veulent protéger l'environnement. | According to a recent article, more and more young people want to protect the environment. |
| Ils s'inquiètent de la crise climatique | They are worried about the climate crisis |
| et ils ont protesté pour partager leurs opinions. | and they have protested in order to share their views. |
| Il faut faire des efforts pour changer nos mauvaises actions. | One/We must make an effort to change our bad actions. |
| Si tout le monde respectait la planète, | If everyone respected the planet, |
| il y aurait moins de problèmes. | there would be fewer problems. |