



GCSE MARKING SCHEME

SUMMER 2023

**FRENCH - COMPONENT 3
READING - FOUNDATION TIER
C800U30-1**

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
FOUNDATION 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.

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'.

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.

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]**

Jean	Je fais du sport chaque jour.	I
Luc	J'adore manger des légumes et des fruits.	F
Xavier	Je ne bois pas d'alcool.	E
Anne	J'adore les hamburgers le weekend.	D
Nicolas	Je bois beaucoup d'eau.	A
Annabelle	J'adore les bonbons.	H

Question 2**[6]**

Prénom	Solution	Lettre
Albert	Il faut économiser l'énergie.	I
Samuel	Il faut prendre une douche.	F
Amélie	On doit aller à pied au collège.	D
Julien	Il faut choisir un sac en papier.	E
Pierre	On doit faire du recyclage.	C
Ahmed	On doit utiliser les transports en commun.	G

Question 3**[6]**

(a)	Sophie a beaucoup de problèmes.	
(b)	Lucien est dans la classe de Sophie.	✓
(c)	Lucien a 14 ans.	
(d)	Lucien est sympa.	✓
(e)	Lucien est drôle.	✓
(f)	Sophie voudrait aller au centre sportif.	
(g)	Sophie aimerait regarder un film avec Lucien.	✓
(h)	Sophie est dynamique.	
(i)	Lucien a un cours de français le matin.	✓
(j)	Sophie a cours avec Lucien le jeudi.	
(k)	Sophie voudrait écrire à Lucien.	
(l)	Sophie aimerait bavarder avec Lucien.	✓

Question 4 [6]

- (a) dans un magasin (de sport) [1]
- (b) cinq jours [1]
- (c) (à) neuf heures [1]
- (d) (à) cinq heures/dix-sept heures [1]
- (e) le contact avec les gens [1]
- (f) les heures de travail / les heures sont trop longues [1]

Question 5 [6]

Two facts about French food:	famous (throughout the world) (80 million) tourists visit France for the food – but incorrect number invalidates	[2]
Two facts about mealtimes in France:	Any two of: spend time with family normal to say 'Bon appétit' (before eating) mealtimes are important can last a long time	[2]
Two topics of conversation at the table:	Any two of: work school life in general	[2]

Question 6 [6]

- (a) to buy things for school [1]
- (b) Any two of:
shoes
bag
pencil case [2]
- (c) after lessons/after school [1]
- (d) sport shoes/trainers [1]
- (e) his mother bought him a pair of shoes / his mother did not buy him the shoes he wanted/ he did not get what he wanted [1]

- Question 7** [6]
- (a) an open day [1]
 - (b) every three weeks [1]
 - (c) students who have chosen a manual job/profession [1]
 - (d) there are no longer jobs specifically for girls/boys (1)
in the past this kind of work wasn't considered to be important **or**
women/girls want to be builders (1)
men/boys want to be hairdressers (1) [2]
 - (e) to earn good money/make a good living [1]

- Question 8** [6]
- (a) (November) 2017/four months ago [1]
 - (b) Any one of:
no steering wheel
no driver
6 seats
4 standing spaces
automatic departure [1]
 - (c) Any one of:
tram stops/stations [1]
 - (d) 670 [1]
 - (e) Any two of:
it is great/(very) good/super
(very) pleasant
(very) practical [2]

- Question 9** [6]
- (a) he felt free [1]
 - (b) (often) ill/sick [1]
 - (c) did whatever he wanted
played in the sea [2]
 - (d) Any two of:
camped on beaches
went somewhere different every year
visited places which weren't in the guidebooks [2]

Question 10 – Translation**[6]**

J'aime habiter dans ma ville parce qu'elle est jolie. Il y a beaucoup de choses à faire. Quand il fait chaud on peut aller à la piscine. Avant, ma région était polluée mais maintenant elle est propre.

French	*Reward 1 mark for each section
J'aime habiter dans ma ville parce qu'elle est jolie.	I like living in my town because it is pretty.
Il y a beaucoup de choses à faire.	There are lots of things to do.
Quand il fait chaud,	When it is hot/the weather is nice,
on peut aller à la piscine.	you can go to the swimming pool.
Avant, ma région était polluée	Beforehand/in the past my region was polluted
mais maintenant elle est propre.	but now it is clean.