



GCSE MARKING SCHEME

SUMMER 2025

**FRENCH - UNIT 3
READING - HIGHER TIER
3800UC0-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

WJEC GCSE FRENCH
SUMMER 2025 MARK SCHEME

UNIT 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.

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) Any one: study/live/school/sleep [1]
- (b) Any **two**: [2]
 some go home for lunch
 some stay for lunch
 some are boarders (sleep there)
- (c) had his own room/liked his room/first proper room [1]
- (d) look after (protect) Joseph/his 'buddy'/guide [1]
- (e) not happy [1]

Question 2 [6]

The type of place avoided by the French this year.	Towns/cities	[1]
Two sorts of places preferred.	Any two : isolated lots of space where they can reconnect with nature	[2]
Why the success of La Creuse area is surprising.	normally least amount of tourists/least popular	[1]
Usually the most popular part of the country for French holidaymakers.	South/Mediterranean coast	[1]
One reason why the beaches in Brittany are so attractive.	Any one : huge wild/natural	[1]

Question 3 [6]

Lettre
H
D
F
E
B
G

Question 4**[6]**

(a) On pense que la cuisine française est...

[1]

secrète.	
compliquée à faire.	✓
peu connue.	

(b) Dans la cuisine française on utilise des ingrédients...

[1]

chers.	
exotiques.	
régionaux.	✓

(c) La chose la plus importante est...

[1]

la simplicité.	
le goût.	✓
le coût.	

(d) La haute cuisine est très...

[1]

belle à voir.	✓
simple.	
moderne.	

(e) La cuisine française est...

[1]

toujours malsaine.	
bonne pour la santé.	✓
très riche.	

(f) En France on aime manger...

[1]

tout seul.	
très vite.	
avec les autres.	✓

Question 5 [6]

(a) vidéo à la demande [1]

(b) [2]

(i) Deux avantages du service	Any two : • pouvoir regarder des films/des séries/des émissions <u>chez soi</u> • regarder quand on veut • pas besoin d'attendre que ça passe à la télévision • pas besoin de lecteur DVD	[2]
(ii) Deux inconvénients du service	Any two : • quand l'accès à Internet est limité • quand tout le monde utilise Internet en même temps • si Internet est très ralenti • besoin d'Internet	[2]
(iii) Le début du service en France	fin des années 2000	[1]

Question 6 [8]

(a) 9 months [1]

(b) Any one: sailors/researchers/Samuel Audrain/the captain/marine researchers/the crew [1]

(c) Any two: find the source of the pollution/work out where it comes from/how it disperses/is distributed [2]

(d) 2nd largest polluter (in the world) [1]

(e) Any two: food chain/fish/seafood/on our plates/in us [2]

(f) on earth/land [1]

Question 7 [8]

(a) Tanguy's/his boss/team leader [1]

(b) they got on well/got on immediately/friendly [1]

(c) have a break/a rest [1]

(d) earning money/being paid [1]

(e) Any **two**: forced himself to work hard/meticulous work/worked as if the factory was his own [2]

(f) Any **one**: nobody paid him any attention/he understood he was nothing [1]

(g) stopped him dying (of hunger) [1]

Question 8 **[8]**

- (a) not (very) sophisticated [1]
- (b) Any **one**: young/animated/mixes tradition and modern styles/busy/lively [1]
- (c) easy access (from France) [1]
- (d) major sites/nowhere is more than 15 mins away (on foot) [1]
- (e) Any **one**: have a break/go to the park [1]
- (f) Any **two**: young people/office workers/retired people (with dogs) [2]
- (g) when the sun goes down/at night/after dark/in the evening [1]

Question 9 - Translation

Français	English	
L'année dernière, environ dix mille écoliers ont dû courir	Last year approximately/about 10,000 school children/students had to run	[1]
une distance de vingt mètres aussi vite que possible.	a distance of 20 metres as fast as possible.	[1]
On a trouvé que ces jeunes n'étaient pas en forme	They found/it was found/discovered that they/the/these young people weren't fit/in good shape	[1]
et pourraient donc avoir des problèmes de santé plus tard.	and they could/might therefore have health problems later/in the future.	[1]
Faire au moins une heure d'exercice par jour	Doing at least one/an hour of exercise a day	[1]
serait une bonne solution pour améliorer leur condition physique.	would/could be a good solution to improve their physical condition/health.	[1]