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# **GCSE MARKING SCHEME**

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**SUMMER 2019**

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

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2019 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.

**GCSE FRENCH**  
**SUMMER 2019 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: the two seasons are the same/like one/there is no difference between them/not distinct/it rains a lot (in Algeria)/an icy wind blows (from the sea) (1)
- (b) Any one: the earth looks red/lots of little streams and rivers appear (1)
- (c) shoes (1)
- (d) Any one: your teeth chatter (when you go to bed)/there is (a dusting of) snow on the mountains (1)
- (e) Any one: it's short/transforms the countryside quickly/lasts a fortnight (1)
- (f) it lasts for months/lasts a long time (1)

**Question 2****[6]**

Number of participants in 2017	more than 3000	(1)
<b>One</b> example of a non-sporting activity offered	Any one: literature song/singing painting/art	(1)
How often the Games take place	once every four years	(1)
<b>One</b> positive aspect of the Games	to promote the French language	(1)
The benefit of the Games for young people  Write <b>two</b> details	Any two: it gives them the opportunity to meet other French speakers  it allows young artists to showcase their talent  it prepares them for events such as the Olympic Games	(2)

**Question 3****[6]**

<b>Commentaires</b>	<b>Préoccupation</b>	
<b>Ahmed</b> : On nous donne trop de travail supplémentaire à faire à la maison.	4	(1)
<b>Jean-Paul</b> : Certaines matières sont très barbanttes et j'ai du mal à me concentrer.	9	(1)
<b>Nadya</b> : Il y a beaucoup d'élèves qui sèchent les cours !	3	(1)
<b>Yannick</b> : Je trouve certaines matières trop dures et je ne comprends pas grand-chose.	6	(1)
<b>Manon</b> : Je ne sais pas quelle filière choisir.	1	(1)
<b>Sylvie</b> : Les profs n'ont pas le temps de nous aider car leurs classes sont trop nombreuses.	8	(1)

**Question 4****[6]**

(a)

(1)

dans les années soixante-dix	✓
dans les années soixante	
dans les années cinquante	

(b)

(1)

pareils	
différents	✓
identiques	

(c)

(1)

du charbon	
des bénévoles	
des touristes	✓

(d)

(1)

de voir le paysage gallois	✓
d'aller au travail	
de transporter des produits	

(e)

(1)

au nord du pays	
à travers le pays	✓
au sud du pays	

(f)

(1)

variable	✓
une heure et demie	
deux heures et demie	

**Question 5****[6]**

(a) Le boulot/job/métier/ travail de Patrick

(1)

(b)

		<b>P</b>	<b>N</b>	<b>P+N</b>	
(i)	ses heures de travail		✓		(1)
(ii)	son patron		✓		(1)
(iii)	les clients			✓	(1)
(iv)	le salaire	✓			(1)

(c) Il faut avoir des diplômes/étudier (quand on est jeune)

(1)

**Question 6****[8]**

(a) everyone (in the house)

(1)

(b)

How to save energy in the kitchen. Write <b>two</b> details.	<ul style="list-style-type: none"> <li>• use saucepans big enough to cover the whole burner</li> <li>• put a lid on saucepan</li> </ul>	(2)
How to save money in the kitchen. Write <b>two</b> details.	Any two: <ul style="list-style-type: none"> <li>• cook at home</li> <li>• freeze leftover/extra food</li> <li>• use a plate to cover food instead of cling film</li> </ul>	(2)
How to keep the house warm. Write <b>one</b> detail.	close doors/windows/curtains	(1)

(c) use salt/bicarbonate of soda

(1)

(d) Any one: less dangerous for children/animals/better for the environment/less expensive

(1)

**Question 7** **[8]**

- (a) for years/since nursery school (1)
- (b) last year of lycée/6th Form/secondary school/college/ all together again (1)
- (c) they will all go their different ways/split up (1)
- (d) Any two: she loves them/considers them her second family/she likes being surrounded by her friends/likes meeting up with them/doing things together (2)
- (e) they don't talk about their feelings (1)
- (f) they discuss their problems together (1) (2)  
they rely/count/depend on each other (1)

**Question 8** **[8]**

- (a) anyone/anybody/**both** amateurs **and** professionals (together) (1)
- (b) Any two: tarmac roads/surfaced roads/roads used by traffic can be up to 20% of the surface/ grass/rocky/snow/sand/with obstacles such as tree stumps/roots (2)
- (c) you can do it all year long/day or night/in any weather/for a long or short period of time (1)
- (d) it was only done in (high) mountains/dangerous and difficult terrain (1)
- (e) there are trails everywhere/at least 30 trails in France can be downloaded with an app onto a smartphone (1)
- (f) you can walk part of the course (1)
- (g) taking pleasure from being in the fresh air/close to nature (1)

**Question 9** **[6]**

<b>French</b>	<b>1 mark</b>
Choisir son bac n'est pas facile.	Choosing which bac/A Levels to study is not easy/it's not easy to choose which bac to study.
Il faut poser plusieurs questions avant de prendre cette décision importante.	You have to ask several/ a few questions before taking this important decision.
Êtes-vous prêt à travailler ou voulez-vous continuer vos études ?	Are you ready to work or do you want to continue your studies/stay on in school?
Quelles matières vous intéressent vraiment ?	What subjects are you really interested in?
Soyez réaliste, considérez vos résultats scolaires, vos talents et faiblesses.	Be realistic, consider your results, your skills/ talents and weaknesses.
Écoutez vos parents et vos professeurs.	Listen to your parents and teachers.