



GCSE MARKING SCHEME

SUMMER 2024

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

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.

EDUQAS GCSE FRENCH

SUMMER 2024 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/xhe/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]**

		Name	
(a)	Who needs a degree for their chosen career?	<i>Rachid</i>	[1]
(b)	Who will have to do work experience as well as lessons?	<i>Malika</i>	[1]
(c)	Who does not need to pass the Baccalauréat?	<i>Éric</i>	[1]
(d)	Who has to pass a fitness test?	<i>Sabine</i>	[1]
(e)	Who had the choice of two training routes?	<i>Eric</i>	[1]
(f)	Who wants to work with animals?	<i>Sabine</i>	[1]

Question 2**[6]**

- a) a few days [1]
- b) she is just like her/resembles her [1]
- c) bleached/lightened by the sun [1]
- d) any **one** of: go everywhere together/hold hands/go to the beach together/
jump in the sea together/they're always together/Fériel has been invited to
Imène's house [1]
- e) Fériel had to insist/ her mother had doubts/had to be persuaded/she had to accept [1]
- f) to be home before nightfall/night-time/the night/it got dark [1]

Question 3**[6]**

- (a) Le coût de la production des repas scolaires ...

Coche (✓) la case correcte.

[1]

est devenu plus petit.	est devenu plus grand.	est resté le même.
	✓	

- (b) Certaines écoles vont enlever..... par jour.

Coche (✓) la case correcte.

[1]

un plat.	trois plats.	cinq plats.
✓		

- (c) Les municipalités pensent qu'il est acceptable de...

Coche (✓) la case correcte.

[1]

demande plus d'argent.	donner plus de choix.	réduire le nombre de plats.
		✓

- (d) Certaines écoles ont décidé de réduire la quantité de ...

Coche (✓) la case correcte.

[1]

sucré.	sel.	produits animaux.
		✓

- (e) Les écoles pensent que les plats végétariens sont...

Coche (✓) la case correcte.

[1]

moins sains.	bon marché.	plus chers.
	✓	

- (f) Les jeunes doivent prendre d'aliments...

Coche (✓) la case correcte.

[1]

qu'ils n'aiment pas.	qui ne sont pas populaires.	qu'ils ne vont pas jeter.
		✓

Question 4 **[6]**

- a) any **one** of: (les personnages de) mangas/jeux vidéo/anime [1]
- b) les bâtiments sont peu adaptés pour les costumes larges (et spectaculaires) [1]
- c) pour se faire photographier [1]
- d) (il n'existait) pas d'événements extérieurs/en plein air [1]
- e) regarder les arbres (qui changent de couleur) [1]
- f) en automne [1]

Question 5 **[6]**

Nombre de recherches pour le château sur Internet.	90 500	[1]
La raison pour la popularité du château de Gwrych.	émission de télé/je suis une célébrité	[1]
Ce qu'on peut voir du château de Gwrych. Écris un détail.	un ancien parc/la mer d'Irlande	[1]
La contribution normande au pays de Galles.	(ils ont construit) un grand nombre de châteaux	[1]
La raison pour l'intérêt à visiter le pays de Galles.	les Britanniques ont commencé à regarder/regardent plus près de chez eux pour leurs visites or les visites culturelles	[1]
Réaction des visiteurs au pays de Galles.	pas déçus (par la vue)/contents/satisfaits	[1]

Question 6 **[8]**

- a) the homeless [1]
- b) any **two of**: sleeping bags/gloves/warm clothes [2]
- c) for two years/it's the second year [1]
- d) local charities [1]
- e) any **one of**: different areas in **Paris/centres** for vulnerable people [1]
- f) any **two of**: good length/well-covered/zipped/closed/inside pockets/pockets for (ID) papers [2]

Question 7 **[8]**

- a) mum was on holiday/not at work [1]
- b) any **one of**: lived near it/there/in Paris (for long time/20 years)/
lived half an hour away [1]
- c) on the TV [1]
- d) impressive/she was impressed [1]
- e) their tower block/building/block of flats [1]
- f) look at it for hours [1]
- g) it's ugly [1]
- h) good to have one/to put on the TV [1]

Question 8**[8]**

- a) organised a festival [1]
- b) created jobs [1]
- c) any **two** of: wrote lots for a project/got zero/no explanation/felt discouraged [2]
- d) any **two** of: scared/wanted to be heard/but not seen/turned her back on audience [2]
- e) any **two** of: first you think it's great/then you think it's bad/tries to distance herself [2]

Question 9**[6]**

French	English	
Pour développer mes compétences en cuisine, j'ai fait un stage	To develop my cooking skills/my skills in the kitchen, I did work experience	[1]
dans une boulangerie pendant les grandes vacances.	in a bakery during the summer holidays.	[1]
J'y ai passé un mois et j'ai vraiment aimé.	I spent a month (there) and I really liked it.	[1]
Comme ils étaient très satisfaits de moi,	As they were very satisfied/happy with me,	[1]
ils m'ont offert un petit job et je suis heureux	they offered me a job/I was offered a part-time job and I'm happy	[1]
car je pourrai apprendre beaucoup plus de choses !	because I'll be able to learn a lot more (things)!	[1]