



GCSE MARKING SCHEME

SUMMER 2024

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

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

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/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'.

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)

- (i) The job is for someone who wants to work...
Tick (✓) the correct box

[1]

inside.	outside.	alone.
	✓	

- (ii) on a farm

[1]

(b)

- (i) This job is looking for someone to wash...
Tick (✓) the correct box

[1]

hair.	dishes.	cars.
	✓	

- (ii) apprenticeship

[1]

(c)

- (i) This advert is for a job...
Tick (✓) the correct box

[1]

in a shop.	at the ice-rink.	in a cake shop.
	✓	

- (ii) work on till/cashier

[1]

Question 2

[6]

		Lettre
Marc	Pour la fête des Rois on mange un gâteau délicieux !	C
Caroline	À Pâques on mange du chocolat en forme de poisson.	G
Idris	Pour fêter Mardi Gras nous mangeons des crêpes.	I
Doria	Les feux d'artifices pour la fête nationale sont super.	B
Lucien	Pour la fête des mères, je donne un cadeau à maman.	A
Aïsha	Champagne à minuit pour fêter le nouvel an !	D

Question 3

[6]

	L'opinion	Lettre	
(i)	J'aime les monuments historiques.	C	[1]
(ii)	Je voudrais regarder un film en anglais.	D	[1]
(iii)	Je voudrais nager mais je n'aime pas l'eau froide.	A	[1]
(iv)	L'histoire naturelle m'intéresse.	B	[1]
(v)	J'adore avoir du contact avec les animaux.	C	[1]
(vi)	Je voudrais acheter des vêtements anglais.	D	[1]

Question 4

[6]

- (a) une fois par an/chaque année. [1]
- (b) la chanson d'un dessin animé [1]
- (c) 5 [1]
- (d)
- une fusion d'ancien et de moderne [1]
 - (popularité des) émissions de danse [1]
- (e) (les résultats /ils comptent) pour le classement mondial (de la danse sportive) [1]

Question 5**[6]**

This campsite's speciality.	welcoming for dogs/put dogs first/having dogs/dogs are allowed/dogs are in first place	[1]
The advantages for the owners when they are in the pool. Write two details.	any two of: dog has a special place to stay/dog can see owners (them) /dog not left alone	[2]
Other special services available. Write one detail.	any one of: shower/special menu	[1]
What their favourite place offers. Write two details.	any two of: large area/games/obstacles	[2]

Question 6**[6]**

- a) any **two** of: come in quietly/get out things/wait for signal to get up [2]
- b) same as everyone else/no different [1]
- c) (from) first day [1]
- d) any **one** of: sees everything/hears everything [1]
- e) respect him/with respect [1]

Question 7**[6]**

- a) reducing waste/rubbish [1]
- b) any **one** of: quantity has doubled/we use more packaging [1]
- c) use reusable bags (bag for life)
buy products without plastic (packaging)/plastic-free products [2]
- d) any **two** of: repair (items)/give/donate/give away/recycle clothes/toys/give stuff to charity [2]

Question 8**[6]**

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

Question 9**[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 10**[6]**

Je ne peux pas vivre sans la technologie.	I can't live without technology.	[1]
Je passe trop de temps sur les réseaux sociaux.	I spend too much time on social networks.	[1]
C'est difficile d'arrêter	It's difficult/hard to stop	[1]
de regarder l'écran.	looking at the screen.	[1]
La semaine prochaine, je vais	Next week, I'm going	[1]
laisser mon portable à la maison.	to leave my phone at home.	[1]