



GCSE MARKING SCHEME

SUMMER 2024

**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 2024 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.

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]

- (a) 2 weeks [1]
- (b) (they are) useful contacts (for the future)/can use them as contacts [1]
- (c) **any two**: accommodation/food/heating [2]
- (d) **any one**: earn a living/pays well/money/not depend on parents [1]
- (e) letters from teachers/letters of recommendation [1]

Question 2 [6]

- (a) **any one of**: drop in/lack of tourists/reservations/bad season/reduction in reservations [1]
- (b) **any two from**: lack of transport/lack of/fewer/not enough planes/lack of/fewer/not enough boats/cost (of transport) [2]
- (c) being cancelled (last-minute) [1]
- (d) flats/apartments/rented accommodation [1]
- (e) spending more on advertising/improve its image/more publicity/making it a more desirable destination/creating a more desirable image [1]

Question 3 [6]

De quoi parle chaque personne ?		Prénom	
(a)	Les activités en plein air.	Élise	[1]
(b)	Les vieilles voitures.	Malika	[1]
(c)	La culture du pays de Galles.	Rémi	[1]
(d)	Un spectacle.	Opaline	[1]
(e)	La nourriture typiquement galloise.	Christophe	[1]
(f)	Une journée dans une école.	Aamir	[1]

Question 4**[6]**

- (a) À cause de la réforme du lycée... Coche (✓) une case. [1]

on doit acheter deux livres scolaires.	
les livres scolaires sont différents.	✓
rien n'a changé.	

- (b) Les livres scolaires de l'année dernière... Coche (✓) une case. [1]

ne peuvent pas être utilisés.	✓
sont utiles.	
peuvent être vendus.	

- (c) Les parents des lycéens... Coche (✓) une case. [1]

ne disent rien.	
sont satisfaits du prix des livres.	
disent que c'est trop cher.	✓

- (d) À Rennes... Coche (✓) une case. [1]

tout le monde est traité de la même façon.	
certaines élèves ne paient rien.	✓
tous les élèves doivent payer.	

- (e) D'autres régions en France... Coche (✓) une case. [1]

demandent encore plus d'argent aux parents.	
ne changent pas les heures.	
ne demandent pas d'argent pour les livres.	✓

- (f) En Normandie... Coche (✓) une case. [1]

on donne une aide financière aux élèves.	✓
c'est la même situation qu'à Rennes.	
les livres sont disponibles en ligne.	

Question 5

[6]

(i)	Les ados font suffisamment d'activité physique.	
(ii)	Le reportage concerne la France seulement.	
(iii)	On devrait faire une heure de sport par jour.	✓
(iv)	Il est recommandé de marcher un maximum de 10.000 pas par jour.	
(v)	Il y a peu de raisons pour ce manque d'activité physique.	
(vi)	L'inactivité des jeunes est due à la technologie.	✓
(vii)	Les jeunes préfèrent la piscine aux jeux vidéo.	
(viii)	Pour les jeunes, les études sont plus importantes que le sport.	✓
(ix)	Les parents encouragent leurs enfants à voyager à pied ou à vélo.	
(x)	Les jeunes ne vont plus à l'école à pied ou à vélo.	✓
(xi)	Faire une promenade est l'activité la plus populaire.	✓
(xii)	Les hommes et les femmes aiment les mêmes sports.	
(xiii)	On veut voir plus d'activité physique parmi les jeunes à l'avenir.	✓

Question 6

[8]

(a) change in eating habits/food/diet/evolution of food/diet/meals [1]

(b)

Difference in French people's diet today compared to 1980	reduction in amount of meat/animal products eaten	[1]
Reasons for the change in behaviour. Write two details.	Any two: environmental/nutritional/economic reasons/impact	[2]
Intention of new consumers. Write one detail.	Any one: reduce/remove animal products consumed	[1]
Why many restaurants do not serve organic food	expensive/the price (is high)/the cost	[1]
Changes to restaurant menus Write one detail	<u>more/offer</u> vegetarian/vegan dishes	[1]
Aim of these changes to the menus.	cooking/eating more responsibly/more responsible diet	[1]

Question 7 **[8]**

- (a) lived in her area [1]
- (b) scared [1]
- (c) **any one from:** his wife left him/became unemployed/left Renault [1]
- (d) couldn't use a homeless shelter/dog not accepted in homeless shelter [1]
- (e) **any one of:** clothes/food [1]
- (f) the next day/the day after he went into hospital/a few days ago/when he was in hospital [1]
- (g) people will give dogs a home/won't take in the homeless [1]
- (h) everyone should take in/look after/help a homeless person [1]

Question 8 **[8]**

Why Serge Tisseron is a useful person to interview	He's written lots (of books) on the subject/he knows a lot about the subject	[1]
Serge Tisseron's response to the question asked. Write two details.	any two: body is not addicted like a drug/different to drug addiction it's just a habit feel frustrated <u>if we don't have access</u>	[2]
Common factors mentioned between the two forms of addiction. Write one detail.	any one: feeling of missing it cannot stop themselves going back to it Feel bad when separated from it	[1]
Things negatively affected by screen use. Write two details.	any two: health school work professional life/work	[2]
Difference between the two forms of addiction.	don't need medical help if you remove tech/need medical help if you remove drugs	[1]
Reason for the football match.	make you forget your devices/divert your attention/get you off your phone/screen/console/tech	[1]

Question 9

[6]

Français	English	
Chaque année, les lycéens doivent choisir	Every year (high school/secondary school) students/6 th form students need to/must choose	[1]
trois spécialisations pour l'année suivante.	three specialisations/specialities/options/3 subjects to specialise in for the following/coming/next/upcoming year.	[1]
Les étudiants devront bien comprendre le contenu de chaque option	The students <u>will</u> need to /have/have to have a good understanding of/understand (well)/the content of each option	[1]
car ils passeront douze heures par semaine à les étudier.	because/as they <u>will</u> spend twelve hours a week studying them/it.	[1]
Avant, il n'y avait pas de possibilité de personnaliser le bac	Before/previously there was/they had no chance/possibility/way/opportunity/it was not possible to personalise/ of personalising the bac/A Level	[1]
mais le gouvernement a changé le système.	but the government changed/has changed the system.	[1]