GCSE French Reading Higher tier

Paper 3 Mark scheme

SECTION A: READING COMPREHENSION

Question number	Answer	Mark
1(a)	comfortable	(1)

Question number	Answer	Mark
1(b)	museum	(1)

Question number	Answer	Mark
1(c)	theatre	(1)

Question number	Answer	Mark
2(a)(i)	C	(1)

Question number	Answer	Mark
2(a)(ii)	B	(1)

Question number	Answer	Mark
2(a)(iii)	C	(1)

Question number	Answer	Mark
2(a)(iv)	A	(1)

Question number	Answer	Mark
2(b)	C	(1)

Question number	Answer	Mark
3(a)(i)	medicine	(1)

Question number	Answer	Mark
3(a)(ii)	beautiful	(1)

Question number	Answer	Mark
3(a)(iii)	white	(1)

Question number	Answer	Mark
3(b)(i)	B	(1)

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Question number	Answer	Mark
3(b)(ii)	C	(1)

Question number	Answer	Mark
3(c)(i)	a (birthday) cake	(1)

Question number	Answer	Mark
3(c)(ii)	**EITHER** trainers **OR** (a) dress	(1)

Question number	Answer	Reject	Mark
4(a)(i)	attend/go to a concert (with him)	concert	(1)

Question number	Answer	Reject	Mark
4(a)(ii)	they help him to /he can understand society (better)	write songs	(1)

Question number	Answer	Mark
4(b)	A	(1)

Question number	Answer	Mark
5(a)	B, C, E	(3)

Question number	Answer	Mark
5(b)(i)	**EITHER** (gives him) headaches **OR** (gives him) tummy/stomach ache	(1)

Question number	Answer	Reject	Mark
5(b)(ii)	**EITHER** to change the way he eats/his diet **OR** to become a vegan / eat a vegan diet	to become a vegetarian	(1)

Question number	Answer	Reject	Mark
5(b)(iii)	**EITHER** tea **OR** fruit	Any other food or drink.	(1)

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Question number	Answer	Mark
5(b)(iv)	**EITHER** (He feels) better. **OR** (He feels) healthy/healthier.	(1)

Question number	Answer	Mark
6(a)	A, D	(2)

Question number	Answer	Mark
6(b)(i)	(They) did not trust him/no trust/no confidence.	(1)

Question number	Answer	Reject	Mark
6(b)(ii)	(They) chose him to be president.	They thanked him for his work.	(1)

Question number	Answer	Mark
6(b)(iii)	(They are) proud.	(1)

Question number	Answer	Mark
7(a)(i)	B	(1)

Question number	Answer	Mark
7(a)(ii)	A	(1)

Question number	Answer	Mark
7(a)(iii)	B	(1)

Question number	Answer	Mark
7(b)(i)	They are/run free.	(1)

Question number	Answer	Reject	Mark
7(b)(ii)	**EITHER** by going to the tourist office **OR** by buying a ticket (at the tourist office)	Isolated words such as tourist office, ticket.	(1)

Question number	Answer	Mark
8(a)	**EITHER** environmental problems **OR** pollution	(1)

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Question number	Answer	Mark
8(b)	insufficient/not enough water (in the lakes)	(1)

Question number	Answer	Reject	Mark
8(c)	(They) ate plastic bags (thrown away by tourists).	forest fires	(1)

Question number	Answer	Reject	Mark
8(d)	**EITHER** (They are asked not to) throw rubbish. **OR** (They are asked not to) start fires.	throw plastic bags	(1)

Question number	Answer	Reject	Mark
8(e)	by email (to the president of the region)	Isolated words such as president, writing, contacting.	(1)

SECTION B: TRANSLATION INTO ENGLISH

Question 9

Mark	AO2: Response to stimulus
9–10	The meaning of the original language is fully and appropriately transferred; any errors do not detract from the overall clarity of the message.
6–8	The meaning of the original language is mostly transferred appropriately. Occasional errors affect the clarity of the message, e.g. incorrect words, omitted words, inexact syntax.
3–5	The meaning of parts of the original language is appropriately transferred. Some errors prevent the message being conveyed, e.g. some use of incorrect words, omitted phrases, incorrect tenses.
1–2	Intermittent parts of the original language are appropriately transferred. Frequent errors prevent the message being conveyed, e.g. frequent use of incorrect words, omitted phrases, incorrect tenses.
0	No rewardable communication.

The following example response gives an appropriate transference of meaning. Any alternative, appropriate wording will also be rewarded.

Question number	Model response
9	I'm doing vocational training in sixth form this year. In the future, I would like to open my own restaurant. My parents and I dream of living in Canada. We are going to Montréal next year and I have already found a job! I will work in a fast food restaurant which needs young people who speak French.

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Exemplification of the mark scheme: Translation example responses

Example Response 1

I am doing professional training at high school this year. Later on, I would like to open my own restaurant. Living in Canada is mine and my parents' dream. We leave for Montreal next year and I have already found a job. I will be working in fast food restaurant which needs young people who speak French.

Total marks: 10 marks

The meaning of the original language is fully and appropriately transferred, despite using words which differ from the model response. There aren't any errors which detract from the overall clarity of the message so the response sits in the 9-10 mark band.

Example Response 2

I am doing work training at college for a year. Later on, I would like to open my own restaurant. My parents and I dream of living in Canada. We leave Montreal next year and I have already found a job. I can't wait! I will work in a fast food restaurant for children in France.

Total marks: 5 marks

The meaning of most parts of the original language is appropriately transferred, but some errors prevent the message being conveyed (e.g., "*for a year*", "*We leave Montreal*"). There is also some use of incorrect words (e.g., "*for children in France*"). For this reason, the best fit would be at the upper end of the 3-5 mark band.

Example Response 3

I do professional training on a bike every year. I would like to have a proper restaurant. My parents and me want to go to Canada. We want to move ….. in Montreal and I have sent a letter. I travel with my fast food job……. French.

Total marks: 2 marks

Intermittent parts of the original language are appropriately transferred (e.g., "*My parents and me*", "*professional training*", "*restaurant*"), but frequent errors such as incorrect words and omitted phrases prevent the message being conveyed (e.g., "*on a bike every year*", "*proper*", "*sent a letter*"). For this reason, the response best sits in the 1-2 mark band.

This document was informed, directly or indirectly, by use of the tool: Finlayson, N., Marsden, E., & Anthony, L. (2022). MultilingProfiler (Version 3) [Computer software]. University of York. Accessed March 2023 at https://www.multilingprofiler.net/

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