



GCSE MARKING SCHEME

SUMMER 2023

**GERMAN - COMPONENT 3
READING - HIGHER TIER
C820UC0-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2023 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 GERMAN

COMPONENT 3: READING HIGHER TIER (60 marks)

SUMMER 2023 MARK SCHEME

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 German which have German 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) they can't believe it/shocked/surprised/amazed [1]
- (b) because he's so big/tall [1]
- (c) they looked/stared at him all the time [1]
- (d) he's nothing special [1]
- (e) to **learn** to drive despite his height/size / get his driving licence (must include the idea of "learning" to drive). NOT drive a car. [1]
- (f) a driving school organised a car for his size [1]

Question 2 **[6]**

- (a) healthy (food) [1]
- (b) chicken nuggets / chips or fries [2]
- (c) **ran** to the toilet [1]
- (d) the pieces of tomato tasted terrible/ it was made with fresh tomatoes [Any 1] [1]
- (e) She said it tasted great / she ate a little bit of it [Any 1] [1]

Question 3 **[6]**

		Lukas	Clara	Felix	Hanna	
(a)	Ich lerne nicht gern in der Schule.			✓		[1]
(b)	Ich habe keine gute Klassenkameraden.				✓	[1]
(c)	Die Reise mit Freunden gefällt mir immer gut.	✓				[1]
(d)	Ich bin schüchtern.		✓			[1]
(e)	Ich mag neue Erfahrungen.			✓		[1]
(f)	Ich übernachtete lieber in meinem eigenen Zimmer.		✓			[1]

Question 4 **[6]**

In any order for north and south England

Nordengland	A	F	G	[3]
Südengland	D	E	I	[3]

Question 5**[6]**

(a) Worum handelt es sich in diesem Artikel?

[1]

eine deutsche Stadt	
eine österreichische Stadt	✓
einen deutschen Komponisten	

(b) Für Reisende aus Deutschland ist Salzburg ...

[1]

ideal.	✓
nicht attraktiv.	
zu teuer.	

(c) Die Architektur in der Stadtmitte ist ...

[1]

modern.	
fantastisch.	✓
nicht schön.	

(d) Das Essen in Salzburg schmeckt ...

[1]

wirklich gut.	✓
schrecklich.	
zu scharf.	

(e) In Salzburg ...

[1]

ist Mozart gestorben.	
wurde Mozart geboren.	✓
war Mozart unbekannt.	

(f) Man hat den Film „*The Sound of Music*“ in Salzburg ...

[1]

nicht gekannt.	
komisch gefunden.	
gefilmt.	✓

Question 6 **[8]**

- (a) an allergy / a pollen allergy/hayfever – NOT “pollen” on its own [1]
- (b) spring [1]
- (c) eyes hurt / nose runs [Any 1] [1]
- (d) air pollution / cigarette smoke – NOT cigarettes [2]
- (e) go out [1]
- (f) makes you tired / gives you a headache/side effects [2]

Question 7 **[8]**

- (a) on the streets [1]
- (b) a roof (over his head), shelter, house / heating (next to his bed) / a fridge (full of food), any food.
[Any 2] [2]
- (c) (his mother said that) he had to leave the house/kicked him out [1]
- (d) how important love is – NOT love [1]
- (e) his grandmother died [1]
- (f) family / friends [2]

Question 8 **[8]**

- (a) they turned their hobby into a job / they became dog sitters [2]
- (b) he laughed [1]
- (c) walk the dogs / play with them / feed them [Any 1] [1]
- (d) they had to find customers [1]
- (e) good advertising [1]
- (f) they get lots of fresh air / they get to spend time with animals/have lots of fun [2]

Question 9**[6]**

German	*Reward 1 mark for each section
Für mein Arbeitspraktikum habe ich in einem Kaufhaus gearbeitet.	For my work experience/placement I worked in a (department) store.
Es hat mir sehr gut gefallen und ich habe viel gelernt.	I liked it a lot and I learnt a lot.
Mein Lehrer hat mich zweimal besucht,	My teacher visited me twice,
um sicher zu sein, dass alles gut ging.	to be sure that everything was going well.
Es ist nützlich, weil es Jugendlichen hilft, die Arbeitswelt zu verstehen.	It is useful, because it helps young people to understand/experience the world of work.
Ich würde gern da wieder arbeiten.	I'd like to work there again.