



GCSE MARKING SCHEME

SUMMER 2025

**GERMAN - UNIT 3
READING - HIGHER TIER
3820UC0-1**

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 GERMAN
UNIT 3 – READING HIGHER TIER (60 marks)
SUMMER 2025 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 generally be 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. To achieve the 1 mark available, the meaning of the German given should be rendered effectively into English. Possible alternatives to the provided suggested translation will be looked at on an individual basis. English spelling which is incorrect but understandable and does not interfere with the message communicated will generally be accepted.

The marks awarded for each question should be shown in the margin by the question. These should be totaled, 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 totaling marks

Question 1 **[6]**

- (a) geography OR history (any 1) [1]
- (b) be in an office (all day long) [1]
- (c) the (number of) holidays [1]
- (d) in a village OR in the mountains (any 1) [1]
- (e) see pupils grow up / be part of pupils' lives, (there are) funny (situations) [2]

Question 2 **[6]**

- (a) one of the best beaches in Wales for water sports / blue sea / café (any 2) [2]
- (b) 10 min (by foot) [1]
- (c) was built here / at this beach / doesn't exist anymore (demolished) / people from all over the world come to see it (any 2) [2]
- (d) bad for the environment [1]

Question 3 **[6]**

	Wer denkt, dass ...	Hamza	Lotta	Ronja	Fedir
(i)	... wir Kreativität ignorieren?		x		
(ii)	... Technologie Vor- und Nachteile hat?				x
(iii)	... Technologie beim Lernen hilft?	x			
(iv)	... persönliche Informationen nicht sicher sind?				x
(v)	... es Verkehrsmittel ohne Fahrer geben wird?			x	
(vi)	... Technologie die Welt nicht verbessert?		x		

Question 4**[6]**

(a) Viele Jugendliche arbeiten ...	D
(b) Man kann Samstagsjobs ...	A
(c) Computerarbeit ist oft eine Aufgabe ...	E
(d) In Hotels hilft man, ...	I
(e) Jugendliche dürfen nur in den Ferien ...	C
(f) Auch ein schlechter Samstagsjob ...	H

Question 5**[6]**

(a) Der Text handelt über ...

[1]

Essen und Trinken.	
ein österreichisches Fest.	x
Urlaub in Deutschland.	

(b) Es gibt viele Lichter ...

[1]

auf einem Fluss.	x
in der Stadt.	
auf der Sonne.	

(c) Man sollte die Tickets für die Schifffahrt ...

[1]

früh buchen.	x
im Dorf kaufen.	
auf dem Schiff kaufen.	

(d) Man kann hier auch ...

[1]

im Fluss schwimmen.	
ein Konzert besuchen.	
Essen und Wein probieren.	x

(e) ... finden die Erfahrung fantastisch.

[1]

Nur Schulgruppen	
Familien mit Kindern	
Internationale und lokale Menschen.	x

(f) Eine Reservierung für ... ist hilfreich.

[1]

ein Restaurant	
eine Unterkunft	x
eine Eintrittskarte	

Question 6 **[8]**

- (a) popular [1]
- (b) most beautiful [1]
- (c) car-free / herb garden (park) [2]
- (d) 40 minutes [1]
- (e) going to / asking in [1]
- (f) in the alps / close to (the border with) Italy [1]
- (g) (extremely) difficult [1]

Question 7 **[8]**

- (a) the police [1]
- (b) did not understand (a word of) German / rooms overcrowded / no place to sleep (any 2) [2]
- (c) it doesn't matter / it could be anywhere / where they don't want to live anymore / where it is too dangerous (any 1) [1]
- (d) feeds it to the cat [1]
- (e) the aunt spends a long time in the bathroom [1]
- (f) they live in a large family room / small rooms are used for couples with babies / no single room available (any 2) [2]

Question 8 **[8]**

- (a) free time / culture / entertainment (any 2) [2]
- (b) more time spend on smart phones / fewer people read newspapers / fewer people listen to the radio (any 2) [2]
- (c) daily [1]
- (d) too expensive / high ticket prices / overpriced restaurants (any 1) [1]
- (f) friendship / good relationships / health (any 2) [2]

Question 9 Translation**[6 marks]**

German	*Reward 1mark for each section
Ich gehe in die zehnte Klasse auf ein Gymnasium.	I go to year 10 in a grammar school.
Die Schule gefällt mir ziemlich gut.	I quite like (the) school.
Ich finde es doof, dass der Schultag jeden Morgen so früh beginnt.	I think it is stupid that the school day starts every morning so early.
Gestern hatte ich einen Test in Englisch, der zu schwierig war.	Yesterday I had a test in English which was too difficult.
Obwohl ich gute Noten habe, wäre es besser, wenn ich keine Prüfungen haben würde.	Although I have good grades it would be better if I had no exams.

* To be discussed at examiners' conference.