



GCSE MARKING SCHEME

SUMMER 2025

**GCSE
SPANISH - UNIT 3
READING - FOUNDATION TIER
3810U30-1**

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 SPANISH

UNIT 3: READING (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 Spanish which have Spanish spelling which is incorrect but understandable will be generally 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 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

The following pages contain the mark schemes for Foundation tier.

Question 1**[6]**

Read these social media posts about TV programmes. What type of programmes are they? Write the correct **letter** in each box.

Hugo	No me gustan las noticias.	g	[1]
Lucía	Prefiero las series de comedia.	b	[1]
Lucas	Hay un documental sobre la naturaleza.	h	[1]
Martín	Voy a ver una película de acción.	f	[1]
María	Me gustan los dibujos animados.	a	[1]
Valentina	Me encantan los programas de deporte.	e	[1]

a	Cartoons
b	Comedy series
c	Game show
d	Ancient history
e	Sports programme
f	Action film
g	News programme
h	Nature documentary

Question 2

[6]

Lee los comentarios de estos jóvenes sobre lo que hacen para ayudar al medio ambiente.

Escribe **el número** en la casilla correcta.

1		5	
2		6	
3		7	
4		8	

Sofia	<i>Apago las luces cuando no las necesito.</i>	4
Lucas	<i>Reciclo papel, cartón y plástico.</i>	6
Alba	<i>Voy a pie o uso la bicicleta en lugar de un coche.</i>	5
Manuel	<i>No utilizo bolsas de plástico.</i>	1
Carla	<i>Cuido las plantas en mi jardín.</i>	7
Alejandro	<i>Cierro el grifo para ahorrar agua.</i>	3

[1]

[1]

[1]

[1]

[1]

[1]

Question 3**[6]**

Lee las opiniones de Mateo y Fátima.

Marca (✓) la casilla correcta.

Mateo

La educación física es divertida porque juego con mis amigos, pero a veces me canso. No me gusta la química porque es difícil entender las fórmulas y reacciones químicas. Me encantan las matemáticas porque resuelvo problemas interesantes.

	POSITIVO	NEGATIVO	POSITIVO Y NEGATIVO
educación física			✓
química		✓	
matemáticas	✓		

[1]

[1]

[1]

Fátima

La asignatura que menos me gusta es la historia porque tengo que aprender muchas fechas y nombres. Disfruto la música porque puedo tocar la guitarra y crear melodías bonitas. La literatura es interesante porque puedo vivir en mundos imaginarios, pero a veces es difícil terminar los libros más largos.

	POSITIVO	NEGATIVO	POSITIVO Y NEGATIVO
historia		✓	
música	✓		
literatura			✓

[1]

[1]

[1]

Question 4**[6]**

Lee el comentario de Martina. Completa el texto usando palabras de la lista.

Escribe la letra correcta en la casilla.

El pueblo de *Sóller*, en la ...(i)...de Mallorca, ofrece mucho para los ...(ii)...

Puedes explorar el ...(iii)... con sus calles bonitas, visitar la iglesia...(iv)... , ver el mercado y comer ...(v)... frescas.

Además, puedes ir en el tren turístico hasta el Puerto de Sóller para disfrutar de la playa y las ...(vi)... espectaculares.

a	histórica
b	vistas
c	mar
d	centro
e	fresa
f	isla
g	naranjas
h	turistas

(i)
(ii)
(iii)
(iv)
(v)
(vi)

f
h
d
a
g
b

[1]

[1]

[1]

[1]

[1]

[1]

Question 5**[6]**

Read this notice from a school newsletter in Spain.

Answer the questions **in English**.

Después de dejar el instituto, María tiene grandes planes para su futuro. Quiere estudiar en la universidad para ser ingeniera porque le encantan las ciencias.

También planea viajar por el mundo y conocer culturas diferentes. Para ahorrar dinero, piensa trabajar a tiempo parcial en una tienda local. María está feliz por su futuro y va a trabajar mucho para lograr lo que quiere.

(a) What would Maria like to do after university? [1]

become an engineer / engineering

(b) Why is this? [1]

because she loves science

(c) What else would she like to do? Any **1** of: [1]

travel (the world) / learn about/experience/see different cultures

(d) Why is she planning on taking a part-time job? [1]

to save money

(e) What will Maria have to do to achieve her goals? [1]

work (extra) hard

(f) What is the text about? Tick (✓) the correct box. [1]

work experience	
future plans	✓
extracurricular activities	

Question 6**[6]**

Read the extract adapted from the novel *La Ciudad de las Bestias* by Isabel Allende.

Write the answers **in English**.

A excepción de las galletas de mi padre y unos bocadillos de queso, especialidad de Andrea, nadie cocinaba regularmente en mi familia desde hacía dos semanas.

En la cocina solo había zumo de naranja, leche y helados. Por la tarde mi familia pedía por teléfono pizza o comida china.

Al principio, cuando mi madre ya no estaba en la casa, todo era como una fiesta. Todos comíamos tartas y chocolate cuando queríamos. Pero, ahora todos preferimos la dieta sana de los tiempos normales.

(a) What did Andrea make to eat? Write **one** detail. [1]

(cheese) sandwiches

(b) For how long has the family not been cooking regularly? [1]

two weeks

(c) What was there to drink in the kitchen? Give **one** example. [1]

(orange) juice / milk

(d) What types of food did the family order in the evening? Give **one** detail. [1]

takeaway / pizza/ chinese

(e) What did the family eat when their mother was first away? [1]

cake / chocolate

(f) How did the family's attitude towards their eating habits change? [1]

healthier/ back to what it was before / normal

Question 7

[6]

Read the following job advert and answer the questions **in English**.

¡El Parque Acuático Aqualandia Aventura tiene trabajo para ti!

Trabajo: Recepcionista

- ¿Estás libre entre junio y septiembre?
- ¿Te gusta trabajar en equipo?
- ¿Puedes resolver problemas rápidamente?
- ¿Te consideras una persona responsable y puntual?
- ¿Eres una persona simpática que trate bien a la gente?
- ¿Sabes hablar otros idiomas?

Como solicitar el trabajo:

- Envía tu currículum.
- Escribe una carta explicando por qué quieres este trabajo.
- Incluye tu nombre completo, dirección, correo electrónico, fecha y lugar de nacimiento, edad y tu nivel de educación.

(a) At which attraction are there jobs available? [1]

water park

(b) When must the candidates be free to work? [1]

between June and September / summer

(c) Write **two** things you would need to be good at. [2]

work in a team / solve problems quickly / (be) responsible / punctual / nice person / kind person / (be) good with people/ speak other languages

(d) Write **two** things you should include in your application. [2]

CV / letter/ name / address / email address / date and place of birth / age / level of education / education

Question 8

[6]

Read this article about a serious problem in Mexican schools.

Answer the questions **in English**.

La mala comida en las escuelas de México es un problema muy serio. Los jóvenes a menudo se sienten atraídos por la comida rápida, pensando que no es peligrosa. Sin embargo, este tipo de comida puede ser malo para la salud porque puede causar enfermedades en el futuro.

En México, las escuelas y los padres de familia están protegiendo a los niños de varias maneras. Han implementado programas educativos para informar a los estudiantes sobre los peligros de una dieta poco saludable. Además, se enseña la importancia del deporte para mejorar la salud de los estudiantes.

Es fundamental que los jóvenes mexicanos comprendan lo bueno de mantenerse en forma y tomen decisiones informadas sobre su salud.

(a) What is a serious problem in Mexican schools? [1]

bad / fast / unhealthy food

(b) Why are young people attracted to fast food? [1]

they don't think it's dangerous

(c) What may be the risk for the future? [1]

becoming ill / illness / health issues / diseases

(d) Apart from the school, who else is addressing this issue? [1]

parents

(e) What are Mexican schools doing to guide the students? Write **one** detail. [1]

education(al) programmes / promoting a healthy lifestyle/diet / sport

(f) What is important for young Mexicans to understand? Write **one** detail. [1]

to be fit / keep fit/in shape / make good decisions about their health

Question 9**[6]**

Read the following extract adapted from *‘El club de las zapatillas rojas’* by Ana Punset.
Answer the questions **in English**.

“Marta, ¿dónde están tus zapatos azules del uniforme?” preguntó la profesora.

“En casa,” respondió ella. “Están mojados por la lluvia, profesora.”

“Eso no es problema mío. No puedes entrar a clase así,” dijo la profesora, en una voz enfadada y muy seria.

“Pero profe, voy a tener un resfriado y no quiero estar enferma,” protestó Marta. Marta tenía gotas de lluvia en su pelo rubio.

“No me importa, Marta. No puedes entrar así. Deberías tener dos pares de zapatos para el uniforme. Habla con tus padres, por favor,” insistió la profesora levantando el dedo en el aire. Llevaba siempre un vestido de un color rojo intenso que recordaba a la sangre y gafas amarillas grandes.

“Pero ese es el problema, profesora. Mi mamá está en Alemania visitando a su prima y ahora solo estamos mi padre y yo aquí”.

“Eso no tiene nada que ver con los zapatos...”

- (a) What are we told about Marta’s shoes? Write **two** details. **[2]**

they’re blue / she doesn’t have them / they’re at home / they’re wet / they are not school uniform

- (b) How does the teacher’s voice sound? Write **one** detail. **[1]**

(very) serious / angry

- (c) What does Marta think will happen to her? **[1]**

catch a cold / get ill

- (d) Write **one** detail about the teacher’s appearance. **[1]**

(red) dress / (big) (yellow) glasses

- (e) Where is Marta’s mum? **[1]**

in Germany / away / visiting (her) cousin

Question 10**[6]**

Read the following text and translate **into English**.

El transporte público en Barcelona es muy bueno. Prefiero viajar en metro porque es muy rápido. Ayer fui al estadio en autobús y llegué tarde a causa del tráfico. Este verano vamos a viajar en avión. Será una experiencia estupenda.

(The) public transport in Barcelona is very good. [1]

I prefer travelling by underground / metro because it's very fast. [1]

Yesterday I went to the stadium by bus [1]

and I arrived late because of the traffic. [1]

This summer we are going to travel by plane. [1]

It will be a great / stupendous / wonderful experience. [1]