



**GCSE
ITALIAN
8633/RH**

Paper 3 Reading Higher Tier

Mark scheme

June 2023

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Listening and Reading tests

General principles of marking

Non-verbal answers

Follow the mark scheme as set out.

Verbal answers (English or target language)

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. The following guidance should be borne in mind when marking.
 - (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. This applies whether the answer is in English or target language. A separate assessment of spelling, punctuation and grammar is not required because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
 - (b) Where a student has given alternatives or additional information in an answer, the following criteria should be applied: – if the alternative/addition does not contradict the key idea/make it ambiguous, **accept** – if the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
 - (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
 - (d) Where a question has more than one **section (eg (i) and (ii))**, a candidate may include as part of the answer to one section the information required to answer another section. Eg, in Listening, information required to answer section (ii) might be given as part of the answer to section (i). In such cases, credit should be given for having answered section (ii), provided that no incorrect answer has been given for that section in the correct place on the question paper.
2. In questions where students are asked to give for example a list of three items, only the first three items they write down should be considered for assessment purposes.
3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.
4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.
5. .../. means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.
6. In questions which are T/F/? or √/X/? in either Section A or Section B, a mix and match approach should be tolerated and credit given where it is clear and unambiguous (eg consistent use by the candidate). If candidates write 'True' instead of 'V' for Vero in Section B, this should also be credited despite the wrong language being used.

7. The following general principles should be applied in relation to answers in the target language in Section B:

- (a) Incorrect personal pronouns – accept (unless this causes ambiguity).
- (b) Incorrect possessive adjectives – accept (unless this causes ambiguity).
- (c) Wrong gender – accept (unless this causes ambiguity).
- (d) Infinitive – will normally communicate without ambiguity, so should be accepted.
- (e) Wrong tense – accept as long as student comprehension is not in question.
- (f) Minor spelling errors – accept as long as the answer is understandable with no ambiguity. In Section B, this means that even if the spelling error results in the creation of a word in another language, including English, then provided it is a recognisable attempt at a spelling in the target language, it will be credited.

Question	Accept	Mark
01.1	A (holiday time.)	1

Question	Accept	Mark
01.2	B (soon.)	1

Question	Accept	Mark
01.3	A + B A (in the summer.) B (active.)	1

Question	Accept	Mark
02.1	C (Carlo)	1

Question	Accept	Mark
02.2	B (Bartolomeo)	1

Question	Accept	Mark
02.3	C (Carlo)	1

Question	Accept	Mark
02.4	A (Alessandro)	1

Question	Accept	Mark
03.1	E (Swimming) 4 (Gives a sense of freedom)	2

Question	Accept	Mark
03.2	F (Walking) 1 (Convenient)	2

Question	Accept	Mark
03.3	A (Cycling) 2 (Does not cost much)	2

Question	Key idea	Accept	Reject	Mark
04.1	enabled her to find (temporary) work she got in touch with old classmates	social media has attracted job offers she has found old friends she had lost touch with she has found classmates again	it's hard to find work she keeps in touch with friends (missing that she had lost contact with them)	2

Question	Key idea	Accept	Reject	Mark
04.2	<p>finds it hard to switch off from social media/phone or is a social media addict</p> <p>she feels sad/jealous (sometimes) comparing her life with other people's</p>	<p>she can't leave her social media/phone alone it's addictive</p> <p>she gets depressed when she sees other people having a better time than her she can see others having more fun than her</p>	<p>anything else</p> <p>anything which doesn't include a COMPARISON with other people</p> <p>makes her sad (without a reason)</p>	2

Question	Key idea	Accept	Reject	Mark
05.1	<p>it has 22 centenarians/people living to 100 per 100 000 inhabitants (which is surprising/amazing)</p>	<p>it has the highest concentration of centenarians/people living to 100 in the world</p> <p>it has a lot of people who live to 100</p> <p>accept incorrect or missing ratio, key idea is 100 years old</p>	<p>it has lots of old people (must state centenarians)</p>	1

Question	Key idea	Accept	Reject	Mark
05.2	<p>to wish people long life</p>	<p>it means 'may you live to 100 years'</p>	<p>missing idea of long life incorrect verb (eg. congratulate, promote)</p>	1

Question	Key idea	Accept	Reject	Mark
05.3	(your) DNA	genetic factors	any of the other factors	1

Question	Key idea	Accept	Reject	Mark
05.4	social interaction sense of community daily physical activity (1 from 3)	social values/being a sociable person being part of a community daily/ frequent exercise	exercise without the daily or any frequency anything to do with DNA	1

Question	Accept	Mark
06.1	N (negative)	1

Question	Accept	Mark
06.2	P + N (positive and negative)	1

Question	Accept	Mark
06.3	P (positive)	1

Question	Accept	Mark
06.4	P + N (positive and negative)	1

Question	Accept	Mark
07.1	B (safe for humans to eat.)	1

Question	Accept	Mark
07.2	A + B A (is better for the environment.) B (can help save water.)	1

Question	Accept	Mark
07.3	A (are a healthy alternative to eating meat.)	1

Question	Accept	Mark
07.4	A + B A (insects were widely eaten many years ago.) B (some insect-based food products already exist.)	1

Question	Key idea	Accept	Reject	Mark
08.1	lots of noise from neighbours/noisy neighbours	he has troublesome neighbours it is very noisy upstairs	lots of noise MUST mention neighbours/the noise comes from upstairs or no mark	1

Question	Key idea	Accept	Reject	Mark
08.2	he can't study	noise makes study difficult he doesn't study/revise	he hates the noise (not specific enough)	1

Question	Key idea	Accept	Reject	Mark
08.3	started looking for another place	he's now house hunting to move/ to find a place to live	ASK landlord to speak to neighbours To find somewhere else (too vague)	1

Question	Key idea	Accept	Reject	Mark
08.4	it's near the university	it's convenient for the university	it's a perfect place	1

Question	Accept	Mark
09.1	V (vero)	1

Question	Accept	Mark
09.2	F (falso)	1

Question	Accept	Mark
09.3	NT (non è nel testo)	1

Question	Accept	Mark
09.4	V (vero)	1

Question	Accept	Mark
10	<p>G C E A (in this exact order) G (spettacolo) C (mese) E (pagare) A (costa)</p>	4

Question	Accept	Mark
11	<p>A E G H (in any order) A (Bere ogni giorno acqua in abbondanza) E (Limitare zuccheri e dolci) G (Mangiare più verdura) H (Mantenersi attivo)</p>	4

Question	Accept	Mark
12.1	B (non va bene per tutti.)	1

Question	Accept	Mark
12.2	C (primavera.)	1

Question	Accept	Mark
12.3	B (inverno.)	1

Question	Accept	Mark
13.1	F (Trasporto)	1

Question	Accept	Mark
13.2	B (Imballaggio)	1

Question	Accept	Mark
13.3	C (Inquinamento dell'acqua)	1

Question	Key idea	Accept	Reject	Mark
14	Mi piace molto abitare qui	I really like living here	I like being here etc	1
	perché c'è molto da fare.	because there is a lot to do/because there is much to do.	because there are things to do	1
	Sabato scorso ho mangiato una pizza	Last Saturday I ate a pizza On Saturday I ate a pizza	Saturday I ate a pizza	1
	insieme al mio migliore amico,	(together) with my best friend	with my friend	1
	alla pizzeria a due passi da casa mia.	at the restaurant/pizzeria near my house/ down the road/ a stone's throw from my house	missing near to 2 blocks/ streets from my house (too far)	1
	Ci siamo divertiti moltissimo!	We really enjoyed ourselves! We had a really/very good time! We enjoyed ourselves a lot!	missing any part - must include really/very/a lot Reject singular (I had so much fun)	1
	Purtroppo gli esami cominceranno fra poco	Unfortunately (the/my) exams will start soon/ in a bit	missing unfortunately present tense (exams start soon)	1
	quindi non avrò più tanto tempo per uscire.	so/therefore I won't have much time for going out/to go out.	missing so/therefore missing much time	1
Hai già deciso dove andrai in vacanza quest'estate?	Have you (already) decided where you will go/are going/ to go on holiday this summer/ In the summer?	anything not a question form missing any part eg this summer; wrong person etc	1	