# GCSE
# ITALIAN
# 8633/RH

Paper 3  Reading  Higher Tier

**Mark scheme**

June 2022

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.

Further copies of this mark scheme are available from aqa.org.uk

## 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** | **F** (false) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **01.2** | **T** (true) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **01.3** | **NT** (not in the text) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **01.4** | **F** (false) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **01.5** | **F** (false) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **01.6** | **T** (true) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **01.7** | **NT** (not in the text) | 1 |

| Question | Key idea | Accept | Reject | Mark |
|---|---|---|---|---|
| **02.1** | He has (sometimes) been online instead of studying (Accept present tense) | His school work is not being done because of going on the internet He stays online when/while studying | He doesn't like studying | 1 |

| Question | Key idea | Accept | Reject | Mark |
|---|---|---|---|---|
| **02.2** | He has (often) stayed online instead of going out with friends | He hasn't been out with friends/He didn't go out as he has been on his computer too much | He has been on the computer too much | 1 |

| Question | Key idea | Accept | Reject | Mark |
|---|---|---|---|---|
| **02.3** | Says he is bored without internet | Only internet is interesting<br><br>He's not interested in other hobbies | Internet is boring | 1 |

| Question | Key idea | Accept | Reject | Mark |
|---|---|---|---|---|
| **02.4** | That he's hiding the amount of time spent online (from his parents) | He's lying (to his parents) about his online habits | Anything else | 1 |

| Question | Key idea | Accept | Reject | Mark |
|---|---|---|---|---|
| **02.5** | Because he says he has tried unsuccessfully to cut down time spent online | He can't manage to reduce time spent on line<br><br>He's an internet addict<br><br>He's becoming addicted etc | He spends too much time online | 1 |

| Question | Accept | Mark |
|---|---|---|
| **03.1** | **B** (smokers) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **03.2** | **A** (men) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **03.3** | **A** (fail) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **03.4** | **B** (smoke near hospitals) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **03.5** | **A** (children and pregnant women) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **04.1** | **D** (Davide) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **04.2** | **D** (Davide) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **04.3** | **C** (Carla) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **04.4** | **B** (Bruno) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **04.5** | **A** (Alessandra) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **05** | **H F C A (in this exact order)**<br>**H** (trascorso)<br>**F** (stata)<br>**C** (piaciuto)<br>**A** (era) | 4 |

| Question | Key idea | Accept | Reject | Mark |
|---|---|---|---|---|
| **06.1** | It involves travelling abroad whilst volunteering<br><br>OR<br><br>It offers adventure as well as doing voluntary work | People combine volunteering and travelling<br><br>OR<br><br>It's an adventure abroad as well as volunteering | It's for young people<br><br>Reject the spelling of voluntary and volunteer | 1 |

| Question | Key idea | Accept | Reject | Mark |
|---|---|---|---|---|
| **06.2** | Stops people in countries abroad from getting jobs<br><br>OR<br><br>Makes things worse eg abandoned orphans feel even worse once the volunteers leave | Volunteers work for free so fewer paid jobs<br>OR<br>It doesn't really benefit the communities they are supposed to be helping<br>OR<br>It has a negative impact on the local development | It doesn't help people enough (not specific enough)<br><br>It has a negative impact (on its own) | 1 |

| Question | Key idea | Accept | Reject | Mark |
|---|---|---|---|---|
| **06.3** | They can volunteer in their own community/area/ neighbourhood | No need to go abroad as they can volunteer at home | They should post it on Instagram | 1 |

| Question | Key idea | Accept | Reject | Mark |
|---|---|---|---|---|
| **07.1** | Given up all animal products | No longer uses anything to do with animals<br><br>She has become a vegan | Become a vegetarian<br>Given up meat products<br>Stopped eating animals | 1 |

| Question | Key idea | Accept | Reject | Mark |
|---|---|---|---|---|
| **07.2** | Cut down on (greenhouse) gases/emissions | (Greenhouse) gases are produced as a result of animal production<br><br>She is helping to cut down on (greenhouse) gases as not using animal products etc | It's good for the environment – any other reason than the specific one | 1 |

| Question | Key idea | Accept | Reject | Mark |
|---|---|---|---|---|
| **07.3** | Buys fruit loose/without packaging | He buys fruit doesn't have packaging (because he doesn't buy it from the supermarket) | Buys organic fruit<br>Any answer that does not mention plastic/ packaging | 1 |

| Question | Key idea | Accept | Reject | Mark |
|---|---|---|---|---|
| **07.4** | Keeps printing out to a minimum | Has cut down on printing documents, etc<br><br>He thinks twice before printing something off<br><br>He's trying to cut down on his use of paper (because he hates paper being wasted) | Anything else | 1 |

| Question | Accept | Mark |
|---|---|---|
| **08.1** | **B** (al lavoro) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **08.2** | **A** (ogni giorno) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **08.3** | **B** (fa freddo) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **08.4** | **C** (in ritardo) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **09.1** | **F** (futuro) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **09.2** | **O** (ora) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **09.3** | **F** (futuro) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **09.4** | **P** (passato) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **10** | **B E F H (in any order)**<br>**B** (con origini antiche)<br>**E** (quando non si deve lavorare)<br>**F** (quando si può stare con altra gente)<br>**H** (trascorsa all'aria aperta) | 4 |

| Question | Accept | Mark |
|---|---|---|
| **11.1** | **F** (falso) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **11.2** | **NM** (non menzionato) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **11.3** | **F** (falso) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **11.4** | **V** (vero) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **11.5** | **V** (vero) | 1 |

| Question | Accept | Mark |
|---|---|---|
| **11.6** | **NM** (non menzionato) | 1 |

| Question | | Key idea | Accept | Reject | Mark |
|---|---|---|---|---|---|
| **12** | Da cinque anni abito in un paese | For five years I've been living/I have lived/ in a village/small town | In a country | I live or I lived City or place | 1 |
| | dove non c'è niente da fare. | where there's **nothing** to do. | where there isn't **anything** to do. | missing any part<br><br>not **much** to do | 1 |
| | Purtroppo non vado d'accordo con mia madre. | Unfortunately/However I don't get on with my mum/mother. | Unfortunately/However I don't see eye to eye with my mum. | missing any part | 1 |
| | Allora la settimana scorsa ho deciso | So/Therefore last week I decided | So/Therefore I decided last week | missing any part | 1 |
| | che presto dovrò partire | that soon I will/shall/would have to leave | that I will/shall/would have to leave soon | missing any part go instead of leave | 1 |
| | per un futuro migliore. | for a better future. | so/in order to have a better future. | missing any part | 1 |
| | Non ho ancora deciso cosa fare, | I haven't yet decided what to do, | I haven't decided what to do yet<br><br>I haven't yet decided what I will do, | missing any part | 1 |
| | ma cercherò un lavoro all'estero, | but I will look for a job abroad, | but I will try to find work abroad/overseas, | missing any part | 1 |
| | e probabilmente non tornerò mai più qui. | and I'll probably never come back (here). | and I'll probably never return here (again/anymore)<br><br>and I don't expect I'll ever be back. | missing any part | 1 |

**[9 marks]**