

**GCSE
ITALIAN
8633/RH**

Paper 3 Reading Higher Tier

Mark scheme

June 2021

Version: 1.1 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 Assessment Writer.

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 Vrai 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	T (true)	1

Question	Accept	Mark
01.2	F (false)	1

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

Question	Accept	Mark
01.4	T (true)	1

Question	Accept	Mark
01.5	NT (not in the text)	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	a robot vacuum (cleaner)/ hoover	a robot to help with cleaning	robot babysitter	1

Question	Key Idea	Accept	Reject	Mark
02.2	lights at home	can turn home lights on and off	just lights	1

Question	Key Idea	Accept	Reject	Mark
02.3	control temperature of pans	control cooking temperature/ the heat of cooking	just temperature	1

Question	Key Idea	Accept	Reject	Mark
02.4	intelligent freezers	Something/ a fridge will tell you which food to eat first	a future we can't imagine intelligent fridges (on its own)	1

Question	Key Idea	Accept	Reject	Mark
03.1	<p>ADVANTAGES In any order:</p> <p>not feeling alone (1)</p> <p>you have the company of the animal (1)</p> <p>good for physical and mental health (1)</p> <p>good to talk to other dog owners (1)</p>	<p>not feeling/being lonely (1)</p> <p>good to get out of the house (1)</p> <p>to chat (with other dog owners)</p>	<p>you are not alone</p> <p>good for the dog's health</p>	2

Question	Key Idea	Accept	Reject	Mark
03.2	<p>DISADVANTAGES In any order:</p> <p>it's demanding (1)</p> <p>it's expensive (1)</p> <p>fixed commitment every day (1)</p> <p>dog needs to stretch its legs (1)</p> <p>cats and dogs need vaccinating (1)</p>	<p>takes time/money/energy</p> <p>it's difficult to have a dog in the city</p>	<p>old people need pet</p> <p>it's not expensive</p>	2

Question	Accept	Mark
04.1	B (Bruno)	1

Question	Accept	Mark
04.2	D (Davide)	1

Question	Accept	Mark
04.3	A (Anna)	1

Question	Accept	Mark
04.4	C (Carla)	1

Question	Accept	Mark
04.5	B (Bruno)	1

Question	Accept	Mark
05.1	B (is a completely positive experience)	1

Question	Accept	Mark
05.2	C (knowledge of an English-speaking country)	1

Question	Accept	Mark
05.3	B (other foreign students)	1

Question	Accept	Mark
05.4	C (places that not many people have the chance to visit)	1

Question	Accept	Mark
05.5	C (will definitely help your job prospects)	1

Question	Accept	Mark
06	F migliore D fatti A andati H torneremo	4

Question	Key Idea	Accept	Reject	Mark
07.1	He lost his job	He got the sack/was fired/dismissed (from his job)/was made redundant/ he became unemployed	He worked as an analyst	1

Question	Key Idea	Accept	Reject	Mark
07.2	He made a sign saying he was looking for work	He sat outside the post office with a sign saying he was looking for work	He went to the post office	1

Question	Key Idea	Accept	Reject	Mark
07.3	<u>In any order</u> Photographed/took a photo (of) his sign (1) Posted/published it on social media (1)	Took a photo of him with his sign Posted on LinkedIn	Photographed/took a photo The photo went viral Posted on Facebook/Twitter	2

Question	Accept	Mark
08.1	B (contento)	1

Question	Accept	Mark
08.2	C (adesso)	1

Question	Accept	Mark
08.3	A (non sa ancora dove va)	1

Question	Accept	Mark
08.4	C (socievole)	1

Question	Key Idea	Accept	Reject	Mark
09.1	(la scuola) finisce all'una OR è simile alla scuola in Francia	la scuola finisce presto	è un liceo linguistico	1

Question	Key Idea	Accept	Reject	Mark
09.2	non può studiare lo spagnolo	non ci sono professori di spagnolo non può studiare spagnolo (correct idea expressed in incorrect person also valid)	non è in Francia la scuola non è tanto diversa	1

Question	Key Idea	Accept	Reject	Mark
09.3	scrivere alla sua amica (di penna a Madrid)/praticare lo spagnolo scrivendo alla sua amica	scrive alla corrispondente/ all'amica (spagnola/in Spagna)/scrivere lettere in spagnolo	non dimentica la lingua	1

Question	Key Idea	Accept	Reject	Mark
09.4	lavorare in un campeggio	guadagnare un po' di soldi	va in Spagna	1

Question	Accept	Mark
10	<p>A B E H (in any order)</p> <p>A È possibile camminare in mezzo alla natura. B Le attività disponibili non piacciono molto a Gianni. E Molti turisti vengono d'estate. H Ponteverde si trova nel nord dell'Italia.</p>	4

Question	Accept	Mark
11.1	V (vero)	1

Question	Accept	Mark
11.2	NM (non menzionato)	1

Question	Accept	Mark
11.3	V (vero)	1

Question	Accept	Mark
11.4	NM (non menzionato)	1

Question	Accept	Mark
11.5	F (falso)	1

Question	Accept	Mark
11.6	NM (non menzionato)	1

Question		Key Idea	Accept	Reject	Mark
12	Abito in campagna da cinque anni	I've been living/ I have lived in the countryside for five years	I have lived in the countryside since five years <u>ago</u> Accept in the country instead of countryside	I live.....since any part missing	1
	con mia madre e mi piace molto vivere qui.	with my mum and I really like living here.	with my mother and I like a lot living here/to live here.	must have here	1
	Secondo me è meglio abitare in un posto	In my opinion it's better to live in a place	In my opinion it's better living in a place/somewhere	must have opinion phrase	1
	dove non c'è tanto inquinamento.	where there isn't so much pollution.	where there isn't a lot of pollution.	any part missing where it isn't very polluted	1
	All'inizio, però, avevo molti problemi	At the start, (however), I had lots of problems	At the start, however, I did have lots of/ many problems	wrong tense	1
	perché non conoscevo nessuno.	because I didn't know anyone.	because I knew no one.	any part missing	1
	Comunque, ho deciso che non rimarrò qui,	However, I have decided that I will not remain here,	However, I decided (that) I will not/I'm not going to remain/stay here,	any part missing	1
	e dopo aver finito la scuola,	and after I've finished school,	and after finishing/leaving/having finished/left school,	any part missing	1

	cercherò di trovarmi un lavoro in città.	I'll try to find (myself) a job in the city.	I'll try to find a job (for myself) in the city/town.	any part missing	1
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