

**GCSE
ITALIAN
8633/RH**

Higher Tier Paper 3 Reading

Mark scheme

June 2020

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 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.

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

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

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	T	1

Question	Accept	Mark
01.2	F	1

Question	Accept	Mark
01.3	T	1

Question	Accept	Mark
01.4	NT	1

Question	Accept	Mark
01.5	F	1

Question	Accept	Mark
01.6	F	1

Question	Accept	Mark
01.7	T	1

Question	Key Idea	Accept	Reject	Mark
02.1	In any order: 1. Having a <u>friend/companion</u> in <u>old age</u> (1 mark)	Having company when old/living with someone when old/ having a friend forever/in adulthood (1 mark)	Having a friend/having a companion/living with someone (no mention of when old/in old age)	2
	2. Having someone to look after the house (1 mark)	Having a housekeeper/someone who does everything in the house/someone who cooks and cleans etc/not having to look after the house oneself (1 mark)	Having someone in the house Having someone to take care of you	

Question	Key Idea	Accept	Reject	Mark
02.2	In any order: 1. Not having to meet relations (1 mark)	Not having to deal with the in-laws/relations/relatives (1 mark)	Not having to visit parents	3
	2. Not having a wife's expenses (1 mark)	Not having to pay for a wife's expenses/not having to buy things for a wife/it's cheaper (1 mark)	Not having any expenses/having nobody to do the shopping/not having any expenses/	
	3. (Having) the freedom (to go where you want) (1 mark)	Being free to do what you want (1 mark)		

Question	Accept	Mark
03.1	C	1

Question	Accept	Mark
03.2	A	1

Question	Accept	Mark
03.3	A	1

Question	Accept	Mark
03.4	C	1

Question	Accept	Mark
03.5	B	1

Question	Accept	Mark
04.1	C	1

Question	Accept	Mark
04.2	C	1

Question	Accept	Mark
04.3	B	1

Question	Accept	Mark
04.4	B	1

Question	Accept	Mark
04.5	B	1

Question	Accept	Mark
05.1	P/N	1

Question	Accept	Mark
05.2	P	1

Question	Accept	Mark
05.3	P/N	1

Question	Accept	Mark
05.4	N	1

Question	Key Idea	Accept	Reject	Mark
06.1	<p>In any order:</p> <p>1.Young/modern women can't/don't want to cook (1 mark) OR They grew up watching mum and grandma in the kitchen/they saw cooking as part of the role of women</p> <p>2.Young/modern women love efficiency and/or speed (1 mark)</p>	<p>Young women fighting with the stove/don't want to spend time in the kitchen/ they prefer ready meals (1 mark)</p> <p>Women feel pressurised to achieve (1 mark)</p>	Women and cooking	2

Question	Key Idea	Accept	Reject	Mark
06.2	<u>(Children watching) too much inappropriate television</u>	<u>(Children having) too much unsuitable</u> screentime	Children watching too much TV	1

Question	Key Idea	Accept	Reject	Mark
07.1	She's not interested in doing experiments or lab tests	Not interested in experiments	She isn't interested (on its own)	1

Question	Key Idea	Accept	Reject	Mark
07.2	In order to convince other people of your beliefs	To be able to discuss/debate beliefs	She likes talking to others	1

Question	Key Idea	Accept	Reject	Mark
07.3	She's (very) interested in teaching young people (subjects that are useful for life/profession)	She's interested in teaching (others)/ she would like to inform/share information (about the subjects she loves)	She's quite interested in.... She says it is useful for life and work	1

Question	Key Idea	Accept	Reject	Mark
07.4	She would like to create new ideas for recycling/reducing environmental impact	She wants to come up with new environmental solutions/ She would like to help/improve the environment	She's interested in the environment/recycling	1

Question	Accept	Mark
08.1	B	1

Question	Accept	Mark
08.2	A	1

Question	Accept	Mark
08.3	C	1

Question	Accept	Mark
08.4	B	1

Question	Key Idea	Accept	Reject	Mark
9.1	Passato: Incidente (1 mark) Presente: sciopero (1 mark)			2

Question	Key Idea	Accept	Reject	Mark
9.2	Passato: compleanno (1 mark) Futuro: festa (1 mark)			2

Question	Accept	Mark
10	C D F G in any order (one mark for each)	4

Question	Accept	Mark
11.1	Mauro (ignore anything other than the name)	1

Question	Accept	Mark
11.2	Graziella (ignore anything other than the name)	1

Question	Accept	Mark
11.3	Domenico (ignore anything other than the name)	1

Question	Accept	Mark
11.4	Filippo (ignore anything other than the name)	1

Question	Accept	Mark
11.5	Luciano (ignore anything other than the name)	1

Question	Accept	Mark
11.6	Filippo (ignore anything other than the name)	1

Question		Key Idea	Accept	Reject	Mark
12	Sono figlio unico e vivo con mio padre.	I am an only child and I live with my father.	I'm a single child and live with Dad.	I am an only child/or I live with my father (just one element).	1
	Non andiamo d'accordo!	We don't get on.	We don't agree with each other	We get on. We don't like each other.	1
	Da cinque anni frequento un liceo	I've been attending a secondary school for 5 years.	I've gone to a secondary school/college for 5 years	I've been going to secondary school since 5 years/I went to secondary school for 5 years/I am at secondary school since 5 years/ I go to secondary school for 5 years	1
	– lo trovo molto noioso.	I find it very boring.	It bores me.	I hate it.	1
	Dopo aver finito gli studi, lascerò questa città	When I've finished (my) studies/studying I will leave this town.	When I've finished school, I am going to leave town.	I'm going to leave after school.	1
	perché ho sempre voluto fare il giro del mondo.	because I've always wanted to go round the world.	(because) I've wanted to travel the world.	I want to travel (wrong tense).	1
	Prima, però, troverò un lavoro per pagare il viaggio.	First, however, I will find a job to pay for the trip.	First I'll get/I'm going to get a job to pay the trip/the journey.	Firstly I'll get a job.	1
	Due anni fa ho lavorato nel negozio di un amico.	Two years ago I worked in a friend's shop.	Two years ago I worked in a shop/worked for a friend.	I worked Two years ago I worked.	1
	Mi ha pagato bene.	He paid me well.	I earned well./ It paid well	I earned/He pays me well (wrong tense).	1