



**GCSE
ITALIAN
8633/RH**

Higher Tier Paper 3 Reading

Mark scheme

June 2019

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

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	C	1

Question	Accept	Mark
01.2	B	1

Question	Accept	Mark
01.3	C	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	Accept	Mark
02.1	A	1

Question	Accept	Mark
02.2	C	1

Question	Accept	Mark
02.3	B	1

Question	Accept	Mark
02.4	A	1

Question	Accept	Mark
02.5	C	1

Question	Key Idea	Accept	Reject	Mark
03.1	(they are) all of different ages / from differing (social) backgrounds/ (they all) want to help others	They are both young and old/ they are dedicated (to help)	There are more than 6 million of them / they are old / they are young They help people (too vague)	1

Question	Key Idea	Accept	Reject	Mark
03.2	an association which works with people with mental health problems / difficulties	An association // a body which helps people with learning difficulties A mental health charity	A mental health hospital / institution A volunteering association (too vague)	1

Question	Key Idea	Accept	Reject	Mark
03.3	2 of - his (step) brother has mental health difficulties / he wanted to find out more / he wanted to help those less fortunate	His (step) brother has learning difficulties / suffers from mental health problems	His teacher talked to his class about it	2

Question	Key Idea	Accept	Reject	Mark
03.4	can help in daily lives / the young people appreciate / are happy with what he does	He feels valued / useful / is doing something positive The young people benefit from his help/intervention	His words help others / the young people need action	1

Question	Accept	Mark
04.1	F	1

Question	Accept	Mark
04.2	F	1

Question	Accept	Mark
04.3	T	1

Question	Accept	Mark
04.4	NT	1

Question	Accept	Mark
04.5	NT	1

Question	Accept	Mark
05	C, E, F, H in any order	4

Question	Key Idea	Accept	Reject	Mark
06.1	if they don't get many hearts / likes against their profile / the lack of positive feedback on their (social media) profiles	Getting no positive reaction to their profile image / picture	Changing their profile / feeling others don't value them Not receiving enough attention/compliments	1

Question	Key Idea	Accept	Reject	Mark
06.2	that there is no correlation between use of social media and a reduction / decline in face to face relationships	Social media use doesn't impact on face to face relationships/social media doesn't isolate people	That the use of social media reduces face to face relationships / damages relationships Reject reports instead of	1

			rapports/relationships	
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Question	Key Idea	Accept	Reject	Mark
06.3	worrying / being concerned about the future of young people	Worrying about a young person's future	Worrying about young people (need to have 'future' in the answer) Worrying about their kids' future	1

Question	Accept	Mark
07.1	B	1

Question	Accept	Mark
07.2	B	1

Question	Accept	Mark
07.3	C	1

Question	Accept	Mark
07.4	C	1

Question	Accept	Mark
08.1	A D in any order	2

Question	Accept	Mark
08.2	A C in any order	2

Question	Accept	Mark
09.1	B	1

Question	Accept	Mark
09.2	B	1

Question	Accept	Mark
09.3	C	1

Question	Accept	Mark
09.4	A	1

Question	Accept	Mark
10.1	C	1

Question	Accept	Mark
10.2	A	1

Question	Accept	Mark
10.3	B	1

Question	Accept	Mark
10.4	B	1

Question	Accept	Mark
10.5	C	1

Question	Accept	Mark
11.1	Il Tirreno	1

Question	Accept	Mark
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11.2	Il Foglio	1
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Question	Accept	Mark
11.3	La Nazione	1

Question	Accept	Mark
11.4	La Stampa	1

Question	Accept	Mark
11.5	La Repubblica	1

Question		Key Idea	Accept	Reject	Mark
12	Abito da cinque anni in una piccola città	I've lived in a small town for five years	I've lived in a town for five years	I live in a town since...	1
	a una decina di chilometri da Bologna.	about 10 kilometres from Bologna.	(about) 10 kilometres....	Wrong number of kilometres Miles instead of km	1
	Affitto un appartamento al quarto piano	I rent a flat on the fourth floor	I rent an apartment on...	Misses out 'floor' Reject "level"	1
	con il mio fidanzato.	with my fiancé	with my boyfriend/partner	With my husband	1
	Ci siamo conosciuti all'Università di Pisa	We got to know each other at Pisa university	We met at university		1
	dove abbiamo fatto tutti e due medicina.	where we (both) studied medicine.	where we (both) did medicine	miss out 'studied' or 'medicine'	1
	Fra qualche anno mi piacerebbe lavorare all'estero,	In a few years I would like to work abroad	I want to work abroad/in another country/outside Italy	I am going to work abroad	1
	forse nel terzo mondo,	perhaps in the third world	In the third world/ in a poor country	In the world	1
	ma purtroppo lui mi ha detto che non vuole venire.	but unfortunately he has told me he doesn't want to come/move/leave	But he has told me he doesn't want to (come) (misses out unfortunately)	He tells me he doesn't want to come (wrong tense) He doesn't want to come (without he told me/he said)	1