



GCSE ITALIAN 8633/RF

Paper 3 Reading Foundation Tier

Mark scheme

June 2021

Version: 1.0 Final



2 1 6 G 8 6 3 3 / R F / M S

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.
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Question	Accept	Mark
01.1	C (The weather report)	1

Question	Accept	Mark
01.2	E (A cartoon for children)	1

Question	Accept	Mark
01.3	D (A musical show)	1

Question	Key Idea	Accept	Reject	Mark
02.1	(quite) old	small/ not big	big	1

Question	Key idea	Accept	Reject	Mark
02.2	(lots of) shops	can find everything/ lots of things to buy/ you can buy everything	theatre	1

Question	Key Idea	Accept	Reject	Mark
02.3	the theatre	(going to) theatre	any other activity	1

Question	Key Idea	Accept	Reject	Mark
02.4	(going to) the swimming pool	swimming/do swimming etc	any other activity	1

Question	Key Idea	Accept	Reject	Mark
02.5	full of tourists	has lots of tourists/is touristy etc	any other activity	1

Question	Accept	Mark
03.1	A (travel)	1

Question	Accept	Mark
03.2	C (is not sure about her future)	1

Question	Accept	Mark
03.3	B (find a job)	1

Question	Accept	Mark
03.4	A (be independent)	1

Question	Accept	Mark
04.1	P (past)	1

Question	Accept	Mark
04.2	N (now)	1

Question	Accept	Mark
04.3	F (future)	1

Question	Accept	Mark
04.4	N (now)	1

Question	Key Idea	Accept	Reject	Mark
05.1	<u>Negative</u> can damage muscles/can be dangerous	<u>Negative</u> too intense activity can be dangerous/it's damaging/ dangerous	<u>Negative</u> intense	1

Question	Key Idea	Accept	Reject	Mark
05.2	<u>Positive</u> (helps to) reduce stress (1)	<u>Positive:</u> important for keeping healthy (1) helps with stress	<u>Positive</u> sleeping 9 hours a day	1
	<u>Negative:</u> no time to do other things (1)	<u>Negative:</u> no time for exercise (1) too much can create problems	<u>Negative</u> it creates problems (too vague) not enough time (on its own)- too vague	1

Question	Accept	Mark
06.1	P/N (positive and negative)	1

Question	Accept	Mark
06.2	N (negative)	1

Question	Accept	Mark
06.3	P (positive)	1

Question	Accept	Mark
07.1	T (true)	1

Question	Accept	Mark
07.2	F (false)	1

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

Question	Accept	Mark
07.4	T (true)	1

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

Question	Accept	Mark
07.6	T (true)	1

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

Question	Key ideas (in any order)	Accept	Reject	Mark
8.1	They (always) criticise (her) (1)	Her parents always/constantly criticise her/are critical of her/tell her off etc (1)	They get on well in the holidays	1
	They argue when she gets a bad mark/grade (1)	They argue about her bad school work (1)	They argue (on its own)	1

Question	Key ideas (in any order)	Accept	Reject	Mark
8.2	They generally get on well	They get along OK usually	They are twins	1
	He annoys her sometimes (when he uses her stuff without asking)	He doesn't always ask before taking her stuff/things which annoys her	They argue (on its own) They count on each other	1

Question	Accept	Mark
09	A Educazione fisica B Geografia D Lingue straniere	3

Question	Accept	Mark
10	B Calcio E Musica F Nuoto B E F (in any order)	3

Question	Accept	Mark
11	B contenta F buono A bellissimi E preferita B F A E (in this exact order)	4

Question	Accept	Mark
12.1	B (contento)	1

Question	Accept	Mark
12.2	C (adesso)	1

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

Question	Accept	Mark
12.4	C (socievole)	1

Question	Key Idea	Accept	Reject	Mark
13.1	(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
13.2	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
13.3	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
13.4	lavorare in un campeggio	guadagnare un po' di soldi	va in Spagna	1

Question		Key idea	Accept	Reject	Mark
14	Nel mio tempo libero	In my free time	When I am free	I'm free	1
	mi piace uscire	I like going out	I (do) like to go out	I go out (without I like)	1
	con i miei amici.	with my friends.	along with my friends.	with all my friends (ie must not add extra words)	1
	Di solito andiamo	Usually we go	We go usually	We go (must have usually)	1
	a vedere un film insieme.	to see a film together .	together to see a film.	and see a film (must have together)	1
	Sabato scorso, però,	Last Saturday, however,	But/Yet , last Saturday	Last Saturday without' however'	1
	non ci siamo andati	we didn't go (there)	we did not go (there)	we went	1
	perchè ho dovuto fare	because I had to do	as I had to do	I did (without the had to)	1
	molti compiti per la scuola.	lots of homework for school.	loads of homework for school.	homework for school (must have lots)	1

[9 marks]