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**GCSE  
ITALIAN  
8633/WF+WH**

**F+H**

Paper 4 Writing (Foundation and Higher)

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Specimen Mark scheme

June 2019

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V1.0

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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](http://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.

**Foundation Tier**

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

**Question 01**

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

[8 marks]

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

The following indicative content is an example of the responses that students may give to this question.

	2 marks	1 mark	0 marks	
01.1	(Oggi) il tempo è molto bello/any other suitable weather.	Bello/molto bello	Tempo	[2 marks]
01.2	I ragazzi sono in campagna.	Ragazzi in campagna	Campagna	[2 marks]
01.3	Ci sono molti fiori.	Molti fiori	Fiori	[2 marks]
01.4	I ragazzi sono felici.	Ragazzi felici	Felice/i	[2 marks]

**Question 02**

For this question there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

**[16 marks]****Content**

Level	Marks	Response
5	9-10	A full coverage of the required information. Communication is clear.
4	7-8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5-6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3-4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1-2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

**Quality of language**

Level	Marks	Response
3	5-6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3-4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1-2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

**Notes**

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

The following indicative content is an example of the response that students may give to this question.

La scuola comincia alle nove e finisce alle tre e mezzo. Studio la matematica, l'informatica e la geografia. L'uniforme mi piace. Porto i pantaloni neri, una camicia bianca e una cravatta rossa. Non mi piacciono i compiti perché sono noiosi. (40 words)

**Question 03**

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

**[10 marks]****Conveying key messages**

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

**Application of grammatical knowledge of language and structures**

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

**Notes**

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

The following indicative content is an example of a response which would be awarded full marks.

1	My mother is called Elena.	Mia madre/mamma si chiama Elena.
2	My friend is tall and slim.	Il mio amico/la mia amica è alto/a/di statura alta e snello/a/magro/a.
3	I live in a flat with a balcony.	Abito/vivo in un appartamento con (un) balcone.
4	My school has a swimming pool and a library	La mia scuola ha/Nella mia scuola abbiamo una piscina e un biblioteca.
5	Yesterday I bought a mobile phone for my birthday.	Ieri ho comprato un (telefono) cellulare/telefonino per il mio compleanno.

Other correct translations will be exemplified in the standardising materials.

### Exemplification of mark scheme

To exemplify the marking criteria for *Conveying key messages* and *Application of grammatical knowledge of language and structures*, a range of exemplar student responses have been provided below with a commentary.

#### Student 1

1. La mia madre si chiama Elena.
2. Mio amico è alto e snello.
3. Abito in un appartamento con un balcone.
4. La mia scuola ha una piscina e una biblioteca.
5. Ieri ho comprato un telefonino per mio compleanno.

Conveying key messages = **5 marks**

Application of grammatical knowledge of language and structures = **5 marks**

All key messages are conveyed. Despite the inclusion/omission of articles in a small number of cases and some minor misspellings, the student displays a very good knowledge of vocabulary and the response is highly accurate.

#### Student 2

1. Mio madre si chiamo Elena.
2. Il mio amico è grande e magro.
3. Vivo in appartamento con balcone.
4. Mia scuola ha mensa e biblioteca.
5. Ho comprato un cellulare per il mio cumpleanno.

Conveying key messages = **4 marks**

Application of grammatical knowledge of language and structures = **3 marks**



Nearly all key messages are conveyed (some incorrect vocabulary and omission of 'yesterday'). The response is not generally accurate given the incorrect verb ending, omissions of articles and misspelt vocabulary. However, it is more accurate than inaccurate.

### Student 3

1. Mia mamma chiamata Elena.
2. La mia amica alto e magra.
3. Abito nell'appartamento con un balcone.
4. In mia scuola c'è piscine e biblioteca.
5. Io comprato un telefonino per il mio compleanno.

Conveying key messages = **3 marks**

Application of grammatical knowledge of language and structures = **2 marks**

Most key messages are conveyed (inaccurate verb structure in first and last sentences, no verb in second sentence, but ideas are communicated; messages do come through in the other sentences, despite both lexical and grammatical errors). The response is generally inaccurate with limited knowledge of vocabulary and structures.

### Student 4

1. Mia madre Elena.
2. La mia amica è alto e piccola.
3. Ho abito in apartemente con il terrazzo.
4. Mi scuola avere la piscine e la biblioteca.
5. Telefonino per mio compleanno.

Conveying key messages = **2 marks**

Application of grammatical knowledge of language and structures = **2 marks**

Some key messages are conveyed, although lexical and grammatical errors, along with the omission of a verb in the last sentence, often result in only partial communication of the key message. Again, the response is generally inaccurate with limited knowledge of vocabulary and structures.

### Student 5

1. Madre Elena.
2. Amico alto.
3. Abitare apartemento..
4. Scuola e piscina e biblioteca.
5. Ho cellulare per compleanno.

Conveying key messages = **1 mark**

Application of grammatical knowledge of language and structures = **1 mark**

Few key messages are conveyed. The response is highly inaccurate and demonstrates a very limited knowledge of vocabulary and structures – inaccurate or omitted verbs, no articles and unknown key vocabulary.

**Question 04**

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

**[16 marks]****Content**

<b>Level</b>	<b>Marks</b>	<b>Response</b>
<b>5</b>	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
<b>4</b>	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
<b>3</b>	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
<b>2</b>	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
<b>1</b>	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
<b>0</b>	0	The content does not meet the standard required for Level 1 at this tier.

**Notes**

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

**Quality of language**

<b>Level</b>	<b>Marks</b>	<b>Response</b>
<b>3</b>	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
<b>2</b>	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
<b>1</b>	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
<b>0</b>	0	The language produced does not meet the standard required for Level 1 at this tier.

**Notes**

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

The following indicative content is an example of the response that students may give to this question.

Either	Question 04.1	<p><b>This is a possible response (indicative content):</b></p> <p>Passo molte ore ad ascoltare la musica nella mia camera. Amo molto la musica rock come 5SOS, perché suono la chitarra. È uno strumento che mi piace molto. Il lunedì dopo la scuola gioco a calcio. Vado in palestra una volta alla settimana perché voglio mantenermi in forma. Sabato scorso sono andato al cinema vicino a casa mia. Ho visto un film comico che mi è piaciuto molto. Gli attori erano molto bravi. Nel futuro mi piacerebbe provare uno sport acquatico, come il windsurf. Secondo me è uno sport eccitante, anche se è un po' pericoloso. <i>(96 words)</i></p> <p style="text-align: right;"><b>[16 marks]</b></p>
or	Question 04.2	<p><b>This is a possible response (indicative content):</b></p> <p>Generalmente mi piace mangiare molta verdura e insalata. Non mi piacciono tanto i cibi troppo grassi e cerco di evitare i dolci. Bevo molta acqua minerale. Non vado a letto troppo tardi durante la settimana e mi alzo alle sette per andare a scuola. Il sabato mi piace stare a letto fino alle dieci. La settimana scorsa ho giocato a calcio con i miei amici e mercoledì sera ho fatto anche ginnastica. Vorrei andare a scuola in bicicletta nel futuro per mantenermi in forma. Una volta alla settimana mi piacerebbe fare jogging. <i>(92 words)</i></p> <p style="text-align: right;"><b>[16 marks]</b></p>

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met. To exemplify this, the following alternative indicative content is provided.

Either	<b>Question 04.1</b>	<p><b>This is a possible response (indicative content):</b></p> <p>Passo molte ore ad ascoltare la musica nella mia camera. Amo molto la musica rock, come 5SOS, perché suonano la chitarra. È uno strumento che mi piace molto. Adoro anche qualche cantante di musica pop, come Bruno Mars. Il lunedì dopo la scuola gioco a calcio con i miei amici. Sabato scorso sono andato al cinema vicino a casa mia. Ho visto un film comico che mi è piaciuto molto. Gli attori erano molto bravi. Nel futuro mi piacerebbe provare uno sport acquatico, come il windsurf. È uno sport eccitante. <i>(90 words)</i></p> <p style="text-align: right;"><b>[16 marks]</b></p>
or	<b>Question 04.2</b>	<p><b>This is a possible response (indicative content):</b></p> <p>Sto abbastanza attento a quello che mangio. Non sono vegetariano, ma penso che sia molto importante mangiare molta verdura e insalata. Non mi piacciono tanto i cibi troppo grassi e cerco di evitare i dolci. Mi piace bere l'acqua e non prendo né il caffè né il té con lo zucchero. Non vado a letto troppo tardi durante la settimana e mi alzo alle sette per andare a scuola. La settimana scorsa ho giocato a calcio con i miei amici. Vorrei andare a scuola in bicicletta nel futuro per mantenermi in forma. <i>(92 words)</i></p> <p style="text-align: right;"><b>[16 marks]</b></p>

**Higher Tier**

Marks will be allocated in the following way at Higher Tier:

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

**Question 01**

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

[16 marks]

**Content**

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

**Notes**

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

**Quality of language**

<b>Level</b>	<b>Marks</b>	<b>Response</b>
<b>3</b>	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
<b>2</b>	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
<b>1</b>	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
<b>0</b>	0	The language produced does not meet the standard required for Level 1 at this tier.

**Notes**

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

The following indicative content is an example of the response that students may give to this question.

Either	Question 01.1	<p><b>This is a possible response (indicative content):</b></p> <p>Passo molte ore ad ascoltare la musica nella mia camera. Amo molto la musica rock come 5SOS, perché suono la chitarra. È uno strumento che mi piace molto. Il lunedì dopo la scuola gioco a calcio. Vado in palestra una volta alla settimana perché voglio mantenermi in forma. Sabato scorso sono andato al cinema vicino a casa mia. Ho visto un film comico che mi è piaciuto molto. Gli attori erano molto bravi. Nel futuro mi piacerebbe provare uno sport acquatico, come il windsurf. Secondo me è uno sport eccitante, anche se è un po' pericoloso. <i>(96 words)</i></p> <p style="text-align: right;"><b>[16 marks]</b></p>
or	Question 01.2	<p><b>This is a possible response (indicative content):</b></p> <p>Generalmente mi piace mangiare molta verdura e insalata. Non mi piacciono tanto i cibi troppo grassi e cerco di evitare i dolci. Bevo molta acqua minerale. Non vado a letto troppo tardi durante la settimana e mi alzo alle sette per andare a scuola. Il sabato mi piace stare a letto fino alle dieci. La settimana scorsa ho giocato a calcio con i miei amici e mercoledì sera ho fatto anche ginnastica. Vorrei andare a scuola in bicicletta nel futuro per mantenermi in forma. Una volta alla settimana mi piacerebbe fare jogging. <i>(92 words)</i></p> <p style="text-align: right;"><b>[16 marks]</b></p>

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met. To exemplify this, the following alternative indicative content is provided.



<b>Either</b>	<b>Question 01.1</b>	<b>This is a possible response (indicative content):</b>  Passo molte ore ad ascoltare la musica nella mia camera. Amo molto la musica rock, come 5SOS, perché suono la chitarra. È uno strumento che mi piace molto. Adoro anche qualche cantante di musica pop, come Bruno Mars. Il lunedì dopo la scuola gioco a calcio con i miei amici. Sabato scorso sono andato al cinema vicino a casa mia. Ho visto un film comico che mi è piaciuto molto. Gli attori erano molto bravi. Nel futuro mi piacerebbe provare uno sport acquatico, come il windsurf. È uno sport eccitante. <i>(90 words)</i>  <b>[16 marks]</b>
<b>or</b>	<b>Question 01.2</b>	<b>This is a possible response (indicative content):</b>  Sto abbastanza attento a quello che mangio. Non sono vegetariano, ma penso che sia molto importante mangiare molta verdura e insalata. Non mi piacciono tanto i cibi troppo grassi e cerco di evitare i dolci. Mi piace bere l'acqua e non prendo né il caffè né il té con lo zucchero. Non vado a letto troppo tardi durante la settimana e mi alzo alle sette per andare a scuola. La settimana scorsa ho giocato a calcio con i miei amici. Vorrei andare a scuola in bicicletta nel futuro per mantenermi in forma. <i>(92 words)</i>  <b>[16 marks]</b>

**Question 02**

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

**[32 marks]****Content**

Level	Marks	Response
5	13-15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10-12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7-9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4-6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1-3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

**Notes**

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

**Range of language**

Level	Marks	Response
4	10-12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7-9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4-6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1-3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for Level 1 at this tier.

**Notes**

A mark of zero for Content automatically results in a mark of zero for Range of language. Apart from that, the Content mark does not limit the mark for Range of language

**Accuracy**

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The accuracy does not meet the standard required for Level 1 at this tier.

**Notes**

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points

<p><b>Either</b></p>	<p><b>Question 02.1</b></p>	<p><b>This is a possible response (indicative content):</b></p> <p>Mi piace molto la città in cui vivo perché è bellissima e c'è molto da fare. In centro ci sono delle vecchie case molto pittoresche e c'è anche una zona pedonale, dove si può fare la spesa nei grandi negozi. Per divertirsi ci sono un cinema, un teatro, discoteche e un centro sportivo. C'è una grande fabbrica di automobili in periferia che impiega molta gente; ma causa anche problemi di traffico la mattina e la sera.</p> <p>Due anni fa ho festeggiato il mio compleanno in centro città con la mia famiglia e tre amici. Siamo arrivati verso mezzogiorno e siamo andati subito a mangiare nel mio ristorante preferito. Era un ristorante italiano e il cibo era delizioso. Poi siamo andati alla piazza del mercato, per guardare il Carnevale Giamaicano. Ho trovato i costumi colorati dei partecipanti meravigliosi e la steel band era fantastica! La sera c'erano fuochi d'artificio nel parco. Che bella giornata! <i>(153 words)</i></p> <p><b>[32 marks]</b></p>
<p><b>or</b></p>	<p><b>Question 02.2</b></p>	<p><b>This is a possible response (indicative content):</b></p> <p>Secondo me, le vacanze sono molto importanti, perché danno l'opportunità di rilassarsi. Durante le vacanze abbiamo il tempo di leggere un bel libro, di fare una passeggiata, di andare in spiaggia o di passare qualche giorno da parenti che abitano lontano. Quando siamo stufi di studiare o di lavorare, possiamo visitare posti differenti e scoprire le loro tradizioni e i loro costumi. Possiamo incontrare altri giovani da tutte le parti del mondo. Penso che questo sia molto importante e interessante.</p> <p>La mia migliore vacanza era tre mesi fa, quando ho passato due settimane in Sicilia con la mia famiglia e due compagni di scuola. Abbiamo viaggiato in aereo e siamo stati in un albergo sulla costa. Il tempo era bellissimo. C'era il sole dalla mattina alla sera. Di giorno siamo stati in spiaggia a prendere il sole o a fare il bagno e di sera siamo andati a ballare. Fantastico! <i>(150 words)</i></p> <p><b>[32 marks]</b></p>

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will still have access to full marks where the other criteria are met. To exemplify this, the following alternative indicative content is provided.

Either	<b>Question 02.1</b>	<p><b>This is a possible response (indicative content):</b></p> <p>Mi piace molto la città in cui vivo perché è bellissima e c'è molto da fare. Il centro della città è molto storico e qui ci sono delle vecchie case molto pittoresche. C'è anche una zona pedonale, dove si può fare la spesa nei grandi negozi. In particolare mi piacciono i negozi di abbigliamento che sono buonissimi. Per divertirsi ci sono un cinema, un teatro, discoteche e un centro sportivo. Non c'è molto disoccupazione nella mia città, perché c'è una grande fabbrica di automobili in periferia che impiega molta gente; ma causa anche problemi di traffico la mattina e la sera.</p> <p>Due anni fa ho festeggiato il mio compleanno in centro città con la mia famiglia e tre amici. Siamo arrivati verso mezzogiorno e siamo andati subito a mangiare nel mio ristorante preferito. Era un ristorante italiano e il cibo era delizioso. La sera c'erano fuochi d'artificio nel parco. Che giornata! (150 words)</p> <p><b>[32 marks]</b></p>
or	<b>Question 02.2</b>	<p><b>This is a possible response (indicative content):</b></p> <p>Secondo me, le vacanze sono molto importanti, perché danno l'opportunità di rilassarsi. Durante le vacanze abbiamo il tempo di leggere un bel libro, di fare una passeggiata, di andare in spiaggia o di passare qualche giorno da parenti che abitano lontano.</p> <p>La mia migliore vacanza era tre mesi fa, quando ho passato due settimane in Sicilia con la mia famiglia e due compagni di scuola. Abbiamo viaggiato in aereo e siamo stati in un albergo sulla costa. Le nostre camere erano al quinto piano e c'era una bella vista sul mare. Per fortuna l'albergo aveva un ascensore! La mia camera aveva doccia e bagno e era grandissima. Il tempo era bellissimo. C'era il sole dalla mattina alla sera. Di giorno siamo stati in spiaggia a prendere il sole o a fare il bagno. Ogni giorno, prima di tornare all'albergo, ho comprato un gran gelato – delizioso! Di sera siamo andati a ballare. Fantastico! (152 words)</p> <p><b>[32 marks]</b></p>

**Question 03**

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

**[12 marks]****Conveying key messages**

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

**Application of grammatical knowledge of language and structures**

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

**Notes**

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

I live near to my school and I usually go there by bicycle. Yesterday it rained, however, so I decided to go by bus. I get on well with all my teachers, but my favourite subject is History. We cannot use mobile phones at break. I would like to change this rule.

### Indicative content

The following indicative content is an example of a response which would be awarded full marks.

*Abito/vivo vicino alla mia scuola e ci vado di solito in bicicletta/bici. Però, ieri ha/è piovuto, quindi/perciò ho deciso di prendere l'autobus/andare con l'autobus/andare in autobus. Vado d'accordo con tutti i miei professori, ma la mia materia preferita/la materia che preferisco è la storia. Non possiamo/si può usare i (telefoni) cellulari/telefonini durante l'intervallo/la ricreazione. Vorrei/Mi piacerebbe cambiare questa regola.*

Other reasonable alternative translations will also be accepted.

### Exemplification of mark scheme

To exemplify the marking criteria for *Conveying key messages* and *Application of grammatical knowledge of language and structures*, a range of exemplar student responses have been provided below with a commentary.

#### Student 1

*Abito vicino alla mia scuola e ci vado di solito in bici. Ma ieri ha piovuto, quindi ho deciso di andare con autobus. Vado d'accordo con tutti i miei professori, ma la mia materia preferita è la storia. Non possiamo usare i cellulari all'intervallo. Vorrei cambiare questa regola.*

Conveying key messages = **6 marks**

Application of grammatical knowledge and structures = **6 marks**

All key messages are conveyed. The only real errors are the misspelling of 'solito' and the omission of the article before 'autobus'. Acceptable alternative words/phrases are used in one or two places, but the messages are still clearly conveyed. It is therefore virtually faultless.

#### Student 2

*Abito vicino a mia scuola e ci vado di solito in bicicletta. Però ieri ha piovuto e ho deciso prendere l'autobus. Mi piace i professori, ma la mia materia preferita è la storia. Non possiamo usare le cellulari alla scuola. Vorrei cambiare questo regola.*

Conveying key messages = **5 marks**

Application of grammatical knowledge and structures = **4 marks**

The messages relating to the teachers and to the use of mobile phones are not fully conveyed, although there is some appropriate reference to both of these. Overall, therefore, nearly all key messages are conveyed. The inaccuracies, for example gender errors, omission of the definite article with 'scuola' and of 'di' after 'deciso', use of 'mi piace' followed by a plural noun, are such that the response is generally, rather than highly, accurate. A good, rather than very good or excellent, knowledge of vocabulary is displayed.

**Student 3**

*Abito vicino mia scuola e vado a scuola in bici. Ieri c'è piove e ho deciso andare in autobus. Vado d'accordo con tutto le miei professore, ma mia materia preferita è la storica. Non possiamo usare il telefonino in recreazione. Voglio changer questo.*

Conveying key messages = **4 marks**

Application of grammatical knowledge and structures = **3 marks**

Most key messages are conveyed. 'Yesterday's rain, favourite school subject, changing the rule' are unclear or not communicated. A reasonable knowledge of vocabulary is demonstrated. The response is more accurate than inaccurate, despite the number of errors (e.g. gender and number, omissions, spelling).

**Student 4**

*Vivo vicino la scuola e vado a bicicletta. Ieri piove, allora decido vado in autobus. Andare d'accordo con i profesori, ma mia materia preferito è la storia. Non usare mio telefonino in intervallo. Voglio questo.*

Conveying key messages = **3 marks**

Application of grammatical knowledge and structures = **2 marks**

Some key messages are conveyed, as there are issues with 'the rain, going by bus, getting on with teachers, mobile phones'. There is a limited knowledge of vocabulary and structures and every sentence contains errors, although these do not always affect the communication of the required messages. The piece is generally inaccurate.

**Student 5**

*Abito a scula e vado in bici. Piove e decido prendo l'autobus. Vado d'accordo con i profesore, ma mia materia priferita è storia. Non posso uso il cellulare durante il ricreazione. Vorrei ...*

Conveying key messages = **2 marks**

Application of grammatical knowledge and structures = **2 marks**

Few key messages are conveyed and there is a limited knowledge of vocabulary and structures. There are omissions and many misspellings. The piece is generally inaccurate.

**Student 6**

*Abita scuola e andare bici. Oggi piovere ... l'autobus. Vado d'accordo con professori, adoro storia. Non ci sono telefonino. Piacerebbe.*

Conveying key messages = **1 mark**

Application of grammatical knowledge and structures = **1 mark**

Very few messages are communicated – mainly ones concerning 'school'. The response is highly inaccurate.



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20 January 2017

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