

**GCSE  
ITALIAN  
8633/RF**

Foundation Tier Paper 3 Reading

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**Mark scheme**

June 2020

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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](http://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	C	1

Question	Accept	Mark
01.2	F	1

Question	Accept	Mark
01.3	A	1

Question	Key Idea	Accept	Reject	Mark
02.1	big	large	near/in the centre/old	1

Question	Key idea	Accept	Reject	Mark
02.2	gym	sports hall/sports centre	swimming pool/playing fields	1

Question	Key Idea	Accept	Reject	Mark
02.3	English		Physics/Chemistry or any other subject	1

Question	Key Idea	Accept	Reject	Mark
02.4	the (school) uniform	uniform (school uniform)		1

Question	Accept	Mark
03.1	C D in any order	2

Question	Accept	Mark
03.2	E A in any order	2

Question	Accept	Mark
04.1	P	1

Question	Accept	Mark
04.2	N	1

Question	Accept	Mark
04.3	P	1

Question	Accept	Mark
04.4	F	1

Question	Key Idea	Accept	Reject	Mark
05.1	<p><u>Positive aspect:</u> (is) nice (1 mark)</p> <p><b>AND</b></p> <p><u>Negative aspect:</u> (too) shy (1 mark)</p>	<p><u>Positive aspect:</u> kind/never mean/doesn't say mean things/doesn't say nasty things (1 mark)</p> <p><b>AND</b></p> <p><u>Negative aspect:</u> (too) timid/quiet/scared of (new) people/reserved (1 mark)</p>	sympathetic	2

Question	Key Idea	Accept	Reject	Mark
05.2	<p><u>Positive aspect:</u> (is) honest/truthful (1 mark)</p> <p><b>AND</b></p> <p><u>Negative aspect:</u> spends too much (money) (1 mark)</p>	<p><u>Positive aspect:</u> tells the truth/doesn't tell lies (1 mark)</p> <p><b>AND</b></p> <p><u>Negative aspect:</u> doesn't watch his money (1 mark)</p>	<p>reasonable, lovable</p> <p>tells lies, wastes time</p>	2

Question	Accept	Mark
06.1	T	1

Question	Accept	Mark
06.2	F	1

Question	Accept	Mark
06.3	T	1

Question	Accept	Mark
06.4	NT	1

Question	Accept	Mark
06.5	F	1

Question	Accept	Mark
06.6	F	1

Question	Accept	Mark
06.7	T	1

Question	Accept	Mark
07.1	P	1

Question	Accept	Mark
07.2	P	1

Question	Accept	Mark
07.3	N	1

Question	Key Idea	Accept	Reject	Mark
08.1	(Because) she never does any exercise	She never does any sport/does no sport	She never goes to the gym/plays (a named sport)	1

Question	Key Idea	Accept	Reject	Mark
08.2	She likes sweet things	She likes sweets/cakes/puddings/desserts She has a sweet tooth	Not much	1

Question	Key Idea	Accept	Reject	Mark
08.3	She spends less than an hour a day in front of a screen/computer	She doesn't spend much time each day on the computer/watching TV/on her phone/she has less than one hour of screen time per day	She spends time on her phone/TV/computer	1

Question	Key Idea	Accept	Reject	Mark
08.4	(She thinks) everyone can decide (for themselves)	(She thinks) each of us can make our own mind up It's her own/your own decision	She says she is not interested	1

Question	Accept	Mark
09	A D E in any order	3

Question	Accept	Mark
10	B C F in any order	3

Question	Accept	Mark
11	D E C A in this exact order	4

Question	Accept	Mark
12.1	B	1

Question	Accept	Mark
12.2	A	1

Question	Accept	Mark
12.3	C	1

Question	Accept	Mark
12.4	B	1

Question	Key Idea	Accept	Reject	Mark
13.1	<b>Passato:</b> Incidente (1 mark) <b>Presente:</b> sciopero (1 mark)	<u>Incidente</u> sull'autostrada	Auto/autostrada Nuovi esami/liceo classico	2

Question	Key Idea	Accept	Reject	Mark
13.2	<b>Passato:</b> compleanno (1 mark) <b>Futuro:</b> festa (1 mark)	Grandissima <u>festa</u>	Auto sportiva/Mariella Occasione/ centro	2

Question		Key Idea	Accept	Reject	Mark
14	Il sabato aiuto mio padre	On Saturdays I help my father	Saturdays/ On Saturday I help my dad	Saturdays I help/I help my dad (no day mentioned)	1
	nel suo negozio in centro.	in his shop in the centre	In his shop in town/in the shop in town	In his shop (no mention of where)	1
	Vende libri.	He sells books	He has a book shop	He sells magazines etc/he buys books	1
	Guadagno 20 euro al mese.	I earn 20 euros a month	I get (paid)/take home/he pays me <u>20 euros a month</u>	I get 20 euros a week /I get 20 euros 20 euros/month (no verb)	1
	A Natale ho lavorato gratis	Last Christmas I worked for free	At Christmas I worked for no pay/I volunteered	Last Christmas I worked/I worked free (no mention of when)	1
	in una mensa per i senzatetto,	in a canteen for the homeless	in a restaurant / kitchen/soup kitchen for people with no homes	with the homeless/in a canteen	1
	dove aiutavo in cucina.	where I helped in the kitchen.	(where) I worked in the kitchen	where I cooked/in the kitchen (with no verb)	1
	Dopo la scuola, vorrei	After school I would like to	When I've finished school/at the end of school I want to	I would like to (no mention of when)/ in the future I would like to	1
	fare del volontariato all'estero.	volunteer abroad	do voluntary service abroad	volunteer (no mention of where)/work abroad (no mention of volunteering)	1