



GCSE ITALIAN 8633/LF

Paper 1 Listening Foundation Tier

Mark scheme

June 2023

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 Examiner.

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 the 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	C (Volleyball and rugby)	1

Question	Accept	Mark
02	A (Fun and exciting)	1

Question	Key idea	Accept	Reject	Mark
03.1	(fantastic special effects)	amazing special effects	effects/fantastic	1

Question	Key idea	Accept	Reject	Mark
03.2	They are (very) boring	It's boring to watch	boring	1

Question	Accept	Mark
04.1	A (Both his parents)	1

Question	Accept	Mark
04.2	B (Given a lot of freedom to go out)	1

Question	Accept	Mark
04.3	C (Must stay at home)	1

Question	Key idea	Accept	Reject	Mark
05	recycling	everyone recycles (paper, plastic, aluminium)	paper, plastic, aluminium	1

Question	Key idea	Accept	Reject	Mark
06	use solar panels	have solar panels/to create energy/to create electricity	solar panels without verb electricity	1

Question	Key idea	Accept	Reject	Mark
07	grow fruit grow vegetables	cultivate fruit cultivate vegetables	fruit/vegetables	1

Question	Key idea	Accept	Reject	Mark
08.1	the (best) mountain views	the view(s) from the mountains	mountains	1

Question	Key idea	Accept	Reject	Mark
08.2	variety of (rocky/sandy) beaches	(big choice of) lovely beaches different types of beaches	beaches	1

Question	Key idea	Accept	Reject	Mark
09.1	(he) <u>feels</u> isolated/alone/ lonely	It's lonely <u>He misses</u> his friends	isolated/friend/alone	1

Question	Key idea	Accept	Reject	Mark
09.2	they have a lot more to do (for young people)	there's more to do there's a lot to do	city	1

Question	Key idea	Accept	Reject	Mark
10	it's a (very) beautiful experience	a wonderful/amazing experience (for young people)	beautiful	1

Question	Key idea	Accept	Reject	Mark
11	to find a permanent job	to find permanent work	work	1

Question	Key idea	Accept	Reject	Mark
12	to deliver food (parcels) (to those in need)	to take/transport (food) items/groceries/food parcels (to those in need)	food/parcels	1

Question	Accept	Mark
13	A (It is the most fun)	1

Question	Accept	Mark
14	C (A trip to Rome)	1

Question	Accept	Mark
15	B (Playing with robots)	1

Question	Key idea	Accept	Reject	Mark
16	<p><u>Advantage:</u> (young people) have access to a lot of information</p> <p>AND</p> <p><u>Disadvantage:</u> information is not retained long term</p>	<p><u>Advantage:</u> (youngsters) have access to a lot of online help</p> <p>AND</p> <p><u>Disadvantage:</u> info is retained (just) short term/for short time</p> <p>(young people) do not retain it/do not remember information long term</p> <p>forget information quickly</p>	<p><u>Advantage:</u> information</p> <p>AND</p> <p><u>Disadvantage:</u> short term</p>	2

Question	Key idea	Accept	Reject	Mark
17	<p><u>Advantage:</u> you can choose from 2–3 dishes choose from general menu</p> <p>AND</p> <p><u>Disadvantage:</u> (always) last to enter the canteen</p>	<p><u>Advantage:</u> there is a choice of (2–3) dishes/choice of food choose from what is on the school menu</p> <p>AND</p> <p><u>Disadvantage:</u> (always) last to eat/have lunch</p>	<p><u>Advantage:</u> dishes/menu</p> <p>AND</p> <p><u>Disadvantage:</u> last lunch</p>	2

Question	Accept	Mark
18.1	C (on a market stall.)	1

Question	Accept	Mark
18.2	B (he was in a different area.)	1

Question	Accept	Mark
18.3	C (work as a gardener abroad.)	1

Question	Accept	Mark
19.1	D (heated swimming pool.)	1

Question	Accept	Mark
19.2	E (new member discount.)	1

Question	Accept	Mark
19.3	C (free pass for a friend.)	1

Question	Key idea	Accept	Reject	Mark
20	<p><u>Past aspect:</u> lots of people (of all ages) were involved in the festival</p> <p>AND</p> <p><u>Future aspect:</u> (the grandparents') recipes will not be forgotten</p>	<p><u>Past aspect:</u> many (different ages) took part cooking</p> <p>AND</p> <p><u>Future aspect:</u> the old recipes will be remembered</p>	<p><u>Past aspect:</u> cooking people/grandparents</p> <p>AND</p> <p><u>Future aspect:</u> recipes</p>	2

Question	Accept	Mark
21	<p>B C G H (in any order)</p> <p>B (Comincia la scuola alle 8.) C (Gli piace di più l'arte.) G (Trova l'arte facile.) H (Va fuori nel cortile all'intervallo.)</p>	4

Question	Accept	Mark
22.1	C (lavorare fuori dall'Italia.)	1

Question	Accept	Mark
22.2	D (migliorare la salute degli altri.)	1

Question	Accept	Mark
23.1	B (avrà tavoli interattivi e camerieri.)	1

Question	Accept	Mark
23.2	A (ha poco tempo.)	1