
GCSE
ITALIAN
8633/RH

Paper 3 Reading Higher Tier

Mark scheme

June 2024

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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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 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	T (true)	1

Question	Accept	Mark
01.2	F (false)	1

Question	Accept	Mark
01.3	F (false)	1

Question	Accept	Mark
01.4	F (false)	1

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

Question	Accept	Mark
01.6	F (false)	1

Question	Accept	Mark
01.7	T (true)	1

Question	Key idea	Accept	Reject	Mark
02.1	they no longer use laptops as much (to access the Internet)/laptops are no longer the main way people go online	laptop use has decreased/it has decreased have given way to tablets and phones they're using it less / people are using their phones <u>more</u>		1

Question	Key idea	Accept	Reject	Mark
02.2	(more) frequent use of online shopping/takeaway food apps/people are using/downloading takeaway food/food shopping apps more	(more) ordering food/food shopping/takeaway food online/more fast food/grocery/supermarket deliveries	more eating of takeaways/fast food	1

Question	Key idea	Accept	Reject	Mark
02.3	the time spent on smartphones/phones has increased	more time is now spent in front of/ looking at smartphones/phones/screens	more use of the Internet people spend lots of time on the internet (without more) the average time is now 2.5 hours (doesn't indicate an increase in the trend) the screentime (on its own)	1

Question	Key idea	Accept	Reject	Mark
02.4	amount of time children spent in front of screens	amount of time children spent looking at computer screens/TV screens/phone screens/ children having too much screen time Accept Internet/online/technology and similar synonyms for screens	using phones/tablets/TV more without reference to children – must have all three elements – time/children/screens	1

Question	Key idea	Accept	Reject	Mark
02.5	allowed people to maintain contact/keep in touch/improve wellbeing/good for mental and physical health	keep in contact with others/good for wellbeing/helps people stay healthy	health – without being specific contacting others to communicate	1

Question	Accept	Mark
03.1	B	1

Question	Accept	Mark
03.2	G	1

Question	Accept	Mark
03.3	D	1

Question	Accept	Mark
03.4	A	1

Question	Accept	Mark
03.5	E	1

Question	Accept	Mark
04.1	A (homelessness.)	1

Question	Accept	Mark
04.2	B (he lost his job.)	1

Question	Accept	Mark
04.3	A (has friends.)	1

Question	Accept	Mark
04.4	A (positive.)	1

Question	Accept	Mark
04.5	C (surprise.)	1

Question	Accept	Mark
05.1	B (Review B)	1

Question	Accept	Mark
05.2	A + B (Review A and Review B)	1

Question	Accept	Mark
05.3	A + B (Review A and Review B)	1

Question	Accept	Mark
05.4	B (Review B)	1

Question	Key idea	Accept	Reject	Mark
06.1	voluntary work/people who volunteer/ volunteers/volunteering a charity project	(people who) help(ing) others (for free /without being paid)	working without pay - reject one specific item picked out (eg. helping te elderly)	1

Question	Key idea	Accept	Reject	Mark
06.2	it would enable them to (one of) feel alive/make new friends/learn new skills/make themselves useful	feel alive/make friends/learn skills/feel useful	anything relating to what the volunteers do/how they help/anything else	1

Question	Key idea	Accept	Reject	Mark
06.3	the cost/the expense doesn't depend on how much you earn	the cost is the same whether you are rich or poor/for everyone because it is the same for everyone	the cost of books, pens etc/school kit on its own/anything else because some families can't afford it	1

Question		Key idea	Accept	Reject	Mark
07.1	Advantage	being able to do many things <u>in a single day</u> /being able to do what you have to do <u>easily</u>	use your time well/easy to take advantage of the opportunities/lots of activities which are conveniently situated/close together	lots of things to do (without reference to in one day/easily) everything is co-ordinated	1
	Disadvantage	too many opportunities to spend money	a visit/trip costs a lot the lifestyle can be expensive	expensive (without reference to spending money on lots of activities)	1

Question		Key idea	Accept	Reject	Mark
07.2	Advantage	people from all over the world live there	people from all over Italy/cultural diversity	lots of people	1
	Disadvantage	poor funding for public transport	complaints about traffic/transport problems too much traffic	expensive transport economic problems no public transport	1

Question	Accept	Mark
08.1	A (dorme.)	1

Question	Accept	Mark
08.2	C (sua sorella.)	1

Question	Accept	Mark
08.3	B (la mamma ha preparato da mangiare.)	1

Question	Accept	Mark
08.4	C (vuole mangiare qualcosa.)	1

Question		Key idea	Accept	Reject	Mark
09.1	Pietro – passato	una gita in barca	gita ad una delle isole	gita or barca on their own/anything else	1
	Pietro – futuro	una passeggiata in montagna visita guidata del centro storico	passeggiata visita guidata	montagna on its own/anything else centro storico on its own/visita on its own	1

Question		Key idea	Accept	Reject	Mark
09.2	Laura – oggi	aiutare la zia/in cucina	accept wrong tense (eg aiutato la zia)	aiutare lo zio/gli zii	1
	Laura – futuro	andare ad una festa	una festa	anything else	1

Question	Accept	Mark
10.1	B D (in any order) B (Il compagno di Marisa era sposato.) D (Secondo Marisa, sposarsi o convivere è la stessa cosa.)	2

Question	Accept	Mark
10.2	C D (in any order) C (Marisa dovrebbe sposarsi.) D (Marisa non ha ragione.)	2

Question	Accept	Mark
11.1	C (veloci.)	1

Question	Accept	Mark
11.2	C (lo stesso.)	1

Question	Accept	Mark
11.3	A (hanno una vita più equilibrata.)	1

Question	Accept	Mark
11.4	B (sulla qualità del lavoro.)	1

Question	Accept	Mark
11.5	B (a casa.)	1

Question	Accept	Mark
11.6	A (aumenterà.)	1

Question	Italian	Key idea	Accept	Reject	Mark
12	Qualche mese fa sono andato a Firenze	A few months ago I went to Florence	Some months ago I went to Firenze	last month/wrong tense a couple of months	1
	a trovare un amico che lavora	to visit a friend who works	to see/meet a friend who works	anything else	1
	in una vecchia libreria di fronte al Duomo.	in an old bookshop opposite the cathedral.	in an old bookshop opposite the duomo.	library/Dome in front of	1
	Ci siamo conosciuti a scuola	We got to know each other at school	We met at school/we knew each other at school	anything else	1
	però, quando lui aveva quindici anni,	however, when he was fifteen (years old),	but when he was fifteen	anything else	1
	è dovuto andare a vivere in Germania.	he had to go and live in Germany.	he was forced/obliged to go to live in Germany. accept "move" instead of "go and live"	anything else	1
	Non lo vedo da quattro anni.	I haven't seen him for four years.	I saw him four years ago. I didn't see him for 4 years I haven't seen him since 4 years <u>ago</u>	anything else	1
	Per fortuna, lo rivedrò il prossimo giugno	Fortunately, I will see him again next June	Luckily, I will see him (again) in June	anything else	1
	per tutta l'estate.	(for) the whole summer.	(for) all the summer.	anything else	1