
GCSE
ITALIAN
8633/RF

Paper 3 Reading Foundation 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	C (I like languages.)	1

Question	Accept	Mark
01.2	B (I enjoy science.)	1

Question	Accept	Mark
01.3	A (I don't like school.)	1

Question	Key idea	Accept	Reject	Mark
02.1	the sea	sea without 'the'/ seaside ocean/ beach	anything else	1

Question	Key idea	Accept	Reject	Mark
02.2	shop	place to buy things shops	shopping bar shopping centre	1

Question	Key idea	Accept	Reject	Mark
02.3	(a) market	stands	supermarket	1

Question	Key idea	Accept	Reject	Mark
02.4	there's nothing to do/it's boring	nothing to do/boring	anything else	1

Question	Accept	Mark
03.1	B (Music) 4 (It's relaxing)	2

Question	Accept	Mark
03.2	C (Sport) 2 (It's fun)	2

Question	Accept	Mark
04.1	U (unhealthy)	1

Question	Accept	Mark
04.2	H + U (healthy and unhealthy)	1

Question	Accept	Mark
04.3	H (healthy)	1

Question	Accept	Mark
04.4	H + U (healthy and unhealthy)	1

Question		Key idea	Accept	Reject	Mark
05	Susanna – good relationship	sister		anything else	1
	Susanna – difficult relationship	brother		anything else	1
	Giorgio – good relationship	cousin		anything else	1
	Giorgio – difficult relationship	father	dad	anything else	1

Question	Accept	Mark
06.1	T (true)	1

Question	Accept	Mark
06.2	F (false)	1

Question	Accept	Mark
06.3	F (false)	1

Question	Accept	Mark
06.4	F (false)	1

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

Question	Accept	Mark
06.6	F (false)	1

Question	Accept	Mark
06.7	T (true)	1

Question	Accept	Mark
07	A E F (in any order) A (go online several times a day.) E (use the Internet for homework.) F (use their phones to watch films.)	3

Question	Key idea	Accept	Reject	Mark
08.1	they have had the most influence on his ideas (about the future)	influenced his (future) ideas	influenced him/anything else	1

Question	Key idea	Accept	Reject	Mark
08.2	what he would like to do after his exams	what he wants to do/is going to do after his exams/after school	what he wants to do/after his exams (must have both elements)/anything else	1

Question	Key idea	Accept	Reject	Mark
08.3	helping others less fortunate than him	helping others	helping on its own/anything else	1

Question	Key idea	Accept	Reject	Mark
08.4	being able to follow your passions	following your passions	(being able to) do what you want to do/anything else his passion on its own	1

Question	Accept	Mark
09.1	A (a teatro.)	1

Question	Accept	Mark
09.2	B (va a trovare i suoi genitori.)	1

Question	Accept	Mark
09.3	B (non mangia a casa.)	1

Question	Accept	Mark
10	D E F (in any order) D (Mezzi pubblici) E (Riciclaggio) F (Risparmio dell'acqua)	3

Question	Accept	Mark
11	B E F C (in this exact order) B (Cuoco) E (Professore) F (Veterinario) C (Meccanico)	4

Question	Accept	Mark
12.1	A (dorme.)	1

Question	Accept	Mark
12.2	C (sua sorella.)	1

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

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

Question		Key idea	Accept	Reject	Mark
13.1	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
13.2	Laura – oggi	aiutare la zia/aiutare in cucina	aiutato la zia	aiutare lo zio/ gli zii aiutare on its own la zia on its own	1
	Laura – futuro	andare ad una festa	una festa	anything else	1

Question	Italian	Key idea	Accept	Reject	Mark
14	Nella mia famiglia ho due fratelli.	In my family I have two brothers.		missing any part	1
	Mio fratello Roberto è più grande di me.	My brother Roberto is older than me.	My brother Roberto is bigger than me/I am.	missing any part a bit older/bigger	1
	Ogni estate	Every summer	Each summer	in the summer/last summer	1
	andiamo in vacanza in Spagna.	we go on holiday to Spain.	we go to Spain on holiday.	missing any part/wrong tense	1
	L'anno scorso	Last year		missing any part	1
	sono stato in un albergo fantastico.	I stayed in a fantastic hotel.	I stayed/ I was in a wonderful hotel.	wrong tense/missing any part	1
	Faceva molto caldo.	It was very hot.	It felt very hot/warm.	wrong tense/missing any part I was very hot	1
	Dopo gli esami	After the exams	After (my) exams	missing any part	1
	vorrei lavorare in Francia.	I would like to work in France.	I'd like to work in France.	wrong tense/missing any part	1