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# GCSE ITALIAN 8633/LH

Paper 1 Listening Higher

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Mark scheme

June 2021

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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.
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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	Key idea	Accept	Reject	Mark
01	<p><u>Positive aspect:</u> to see elderly people enjoy themselves (1 mark)</p> <p><b>AND</b></p> <p><u>Negative aspect:</u> No salary (1 mark)</p>	<p><u>Positive aspect:</u> seeing the elderly happy/singing (altogether)/having fun/likes teaching (1 mark)</p> <p><b>AND</b></p> <p><u>Negative aspect:</u> unpaid/is a volunteer/has to do another job/unable to do it fulltime (1 mark)</p>	<p><u>Positive aspect:</u> teaches singing</p> <p><b>AND</b></p> <p><u>Negative aspect:</u> salary/not earn enough</p>	2

Question	Key idea	Accept	Reject	Mark
02	<p><u>Positive aspect:</u> meets nice people/like helping others (1 mark)</p> <p><b>AND</b></p> <p><u>Negative aspect:</u> not enough volunteers (1 mark)</p>	<p><u>Positive aspect:</u> Meets lovely people/enjoys helping others (1 mark)</p> <p><b>AND</b></p> <p><u>Negative aspect:</u> only volunteer helping/he is the only volunteer/needs more help (1 mark)</p>	<p><u>Positive aspect:</u> people/helping</p> <p><b>AND</b></p> <p><u>Negative aspect:</u> volunteers</p>	2

Question	Accept	Mark
03.1	B (Making new friends)	1

Question	Accept	Mark
03.2	D (Playing in an imaginary world)	1

Question	Accept	Mark
03.3	E (Winning difficult games)	1

Question	Key idea	Accept	Reject	Mark
04	<p><u>Past problem:</u> teachers changed (1 mark)</p> <p><b>AND</b></p> <p><u>Future problem:</u> teacher will retire (at end of year/June) (1 mark)</p>	<p><u>Past problem:</u> teachers were changing (all the time) (1 mark)</p> <p><b>AND</b></p> <p><u>Future problem:</u> will not have the same teacher/teacher leaving (1 mark)</p>	<p><u>Past problem:</u> teachers</p> <p><b>AND</b></p> <p><u>Future problem:</u> retire</p>	2

Question	Accept	Mark
05	C (was great for families)	1

Question	Accept	Mark
06	A (has a lot of robberies)	1

Question	Accept	Mark
07	B (used to be a bigger police presence)	1

Question	Accept	Mark
08	A C F (in any order) A are not able to adopt. C can only look after a child temporarily. F want the adoption law to change.	3

Question	Accept	Mark
09.1	F (Marriage is not necessary)	1

Question	Accept	Mark
09.2	C (Having a large family is a good thing)	1

Question	Accept	Mark
09.3	B (Would have liked to have a younger sibling)	1



Question	Key idea	Accept	Reject	Mark
10	find the best study method (for them)	find the right/ideal teaching/learning way (for them/you)	study/teach	1

Question	Key idea	Accept	Reject	Mark
11	guarantee (more) control over progress	have better control of progress	progress	1

Question	Accept	Mark
12.1	<b>P+N</b> (positive and negative)	1

Question	Accept	Mark
12.2	<b>P+N</b> (positive and negative)	1

Question	Accept	Mark
12.3	<b>N</b> (negative)	1

Question	Accept	Mark
12.4	<b>P</b> (positive)	1

Question	Key idea	Accept	Reject	Mark
13	<p><u>Info on people interviewed:</u> (people) from every region (1 mark)</p> <p><b>AND</b></p> <p><u>Info on people interviewed:</u> (they) have (mobile) phone on 24 hours a day (1 mark)</p>	<p><u>Info on people interviewed:</u> (people) from all over Italy (1 mark)</p> <p><b>AND</b></p> <p><u>Info on people interviewed:</u> mobile (phone) always switched/turned on/on 24/7/always using phone (1 mark)</p>	<p><u>Info on people interviewed:</u> every region</p> <p><u>Info on people interviewed:</u> mobile phone</p>	2

Question	Key idea	Accept	Reject	Mark
14	<p><u>we learn that young people:</u> (they) <b>mainly</b> converse via social media (1 mark)</p> <p><b>AND</b></p> <p><u>we learn that young people:</u> (they) express themselves/their feeling /emotions <b>more easily</b> (online) (1 mark)</p>	<p><u>we learn that young people:</u> (they) <b>mostly</b> chat/talk/communicate through/using social media (1 mark)</p> <p><b>AND</b></p> <p><u>we learn that young people:</u> (they) are more open online (1 mark)</p>	<p><u>we learn that young people:</u> converse/chat</p> <p><u>we learn that young people:</u> feelings/emotions</p>	2

Question	Key idea	Accept	Reject	Mark
15	<p><u>Advantage:</u> (best) way to raise (public) awareness of product (1 mark)</p> <p><u>Disadvantage:</u> <b>monthly</b> cost may be higher than (monthly) earnings</p>	<p><u>Advantage:</u> make public/people aware of product</p> <p><u>Disadvantage:</u> cost of service every <b>month</b></p>	<p><u>Advantage:</u> awareness/product</p> <p><u>Disadvantage:</u> cost/service</p>	2

Question	Accept	Mark
16.1	B (Making the house wheel chair friendly)	1

Question	Accept	Mark
16.2	F (Opening for visitors soon)	1

Question	Accept	Mark
16.3	E (Providing tours of the local area)	1

Question	Accept	Mark
17.1	B (improve fitness)	1

Question	Accept	Mark
17.2	A (eat more healthily)	1

Question	Accept	Mark
17.3	D (go more often to a gym)	1

Question	Accept	Mark
18	A (wants to reduce the number of homeless people)	1

Question	Accept	Mark
19	C (will be given somewhere to live)	1

Question	Accept	Mark
20	B (will be converted refuge centres)	1

Question	Accept	Mark
21	C (government and charities)	1

Question	Key idea	Accept	Reject	Mark
22	capisce di più la geografia/quello che studia (nei libri)	trova più facile la geografia/trova più facile (a capire) la geografia/capisce i vulcani e i ghiacciai	geografia	1

Question	Accept	Mark
23.1	B (sarà lo stesso dell'anno scorso)	1

Question	Accept	Mark
23.2	C (sarà ridotto dell' 8%)	1

Question	Accept	Mark
23.3	A (più basso)	1

Question	Key idea	Accept	Reject	Mark
24	(una donna) che vuole realizzare un sogno/con una grande passione per lo/questo sport	che desidera realizzare un sogno/passione/grande interesse per (lo) sport che vuole vincere una medaglia (d'oro)	un sogno/ passione	1

Question	Key idea	Accept	Reject	Mark
25	perché' il successo dura poco	arriva/arriverà sempre qualcuno più bravo/forte	successo/forte/migliore	1

Question	Key idea	Accept	Reject	Mark
26	<u>Suonare la batteria aiuta:</u> (a) scaricare lo stress (emotivo) (1 mark)	<u>Suonare la batteria aiuta:</u> ridurre/avere meno stress lo stress (1 mark)	scaricare	2
	<u>Suonare la batteria aiuta:</u> (con) le capacità matematiche (1 mark)	<u>Suonare la batteria aiuta:</u> (con) la matematica/ (migliora) la matematica (1 mark)		

Question	Key idea	Accept	Reject	Mark
27.1	mangiava latticini/ beveva latte	aveva un'allergia/problema con il latte/i latticini/problemi con i latticini	allergico latte latticini	1

Question	Key idea	Accept	Reject	Mark
27.2	crece come i suoi compagni (di classe/amici/coetanei)	è cresciuto come i (suoi) compagni/amici  crece ancora  <b>OR</b>  ha un peso normale ha preso del peso	crece/è cresciuto	1