



GCSE

ITALIAN

8633/LH

Paper 1 Listening Higher Tier

Mark scheme

June 2025

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 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	Key idea	Accept	Reject	Mark
01	<u>Advantage:</u> being in the fresh air or having photos taken with tourists AND <u>Disadvantage:</u> the uniform is uncomfortable the rain	<u>Advantage:</u> (being) outdoors (taking) photos with tourists (in front of the Colosseum) <u>Disadvantage:</u> the (uncomfortable) uniform/clothes bad weather	<u>Advantage:</u> photos tourists dressed as a Roman soldier it's fun (on its own) <u>Disadvantage:</u> cold	2

Question	Key idea	Accept	Reject	Mark
02	<u>Advantage:</u> not having the boss with her (all day) or the hours are not long AND <u>Disadvantage:</u> she is never free at weekends	<u>Advantage:</u> not being with the boss (all day) <u>Disadvantage:</u> she is not free at weekends/she has to work weekends	<u>Advantage:</u> the boss (on its own) <u>Disadvantage:</u> the hours	2

Question	Accept	Mark
03.1	A (Avoid using their car)	1

Question	Accept	Mark
03.2	B (Continue using their car)	1

Question	Accept	Mark
03.3	D (Save money on fuel)	1

Question	Key idea	Accept	Reject	Mark
04	<u>Current activity:</u> he is sunbathing by the pool or he is having a coffee AND <u>Future activity:</u> he will visit the island by car	<u>Current activity:</u> sunbathe/ he is by the pool drinking a coffee <u>Future activity:</u> rent a car/travel around/visit the island	<u>Current activity:</u> anything else	2

Question	Accept	Mark
05	B (river.)	1

Question	Accept	Mark
06	B (Visit on another day)	1

Question	Accept	Mark
07	A E G (in any order) A (Animal mischief) E (Risk of damage to homes) G (Workers demand more money)	3

Question	Key idea	Accept	Reject	Mark
08	it helps her to remember things when she is going out	It reminds her what to put in her bag she doesn't worry about forgetting something (when she goes out)	when she goes out	1

Question	Key idea	Accept	Reject	Mark
09.1	why we should worry about the <u>hole</u> in the ozone layer	the hole in the ozone layer	the ozone layer why we should worry science	1

Question	Key idea	Accept	Reject	Mark
09.2	it explained it with the help of useful websites	explained it/with useful websites/helps understanding	websites (on its own)	1

Question	Key idea	Accept	Reject	Mark
10	She used it before and she was found out/she got caught/didn't get a good mark	She would/will get into trouble/get a bad mark/she didn't want to get caught	got a good mark she was disappointed	1

Question	Key idea	Accept	Reject	Mark
11	15 days ago	two weeks ago/before /and (has) lived/been there for 15 days	for two weeks/a week/a year ago	1

Question	Key idea	Accept	Reject	Mark
12	the thousands/millions of travellers or sharing the city with tourists (is annoying)	the thousands/millions of tourists/visitors too many tourists/all the tourists	tourists	1

Question	Key idea	Accept	Reject	Mark
13	look for the (best) night clubs/bars/pubs	go clubbing/night life	night clubs (on its own)	1

Question	Accept			Mark
14	P (positive)			1

Question	Accept	Mark
15	N (negative)	1

Question	Accept	Mark
16	P (positive)	1

Question	Accept	Mark
17	P + N (positive and negative)	1

Question	Key idea	Accept	Reject	Mark
18.1	1. he argues with his girlfriend/Beatrice (all the time) and 2. his girlfriend/Beatrice (always) has to be right answers can be in any order	he is not getting on with his girlfriend/ they can't agree how to spend time together/what to watch on the tv/ they argue about everything	they watch tv he loves her	2

Question	Key idea	Accept	Reject	Mark
18.2	he's tried to tell her how he feels	he's (tried) to talk to her	he got upset/started crying	1

Question	Key idea	Accept	Reject	Mark
18.3	he will break up with her	he will end the relationship/he will leave her/he will dump her	the relationship can't be saved	1

Question	Key idea	Accept	Reject	Mark
19	<u>Advantage:</u> it's healthy AND <u>Disadvantage:</u> the cost	<u>Advantage:</u> it's better/good for you/your health for health reasons <u>Disadvantage:</u> it's expensive	<u>Advantage:</u> it's good for the environment <u>Disadvantage:</u> it requires more manual labour	2

Question	Accept	Mark
20.1	C (travelled to an Italian festival.)	1

Question	Accept	Mark
20.2	B (took part in a food fight.)	1

Question	Accept	Mark
20.3	D (was too tired to do anything.)	1

Question	Accept	Mark
21	C (Don't fight back.)	1

Question	Accept	Mark
22	E (Don't suffer in silence.)	1

Question	Accept	Mark
23	B (Don't blame yourself.)	1

Question	Key idea	Accept	Reject	Mark
24.1	the square/it looks like a scene from the film	the square/place/street(s) reminds them of a scene from the film	the square the streets the live chess game it's a scene from the film	1

Question	Key idea	Accept	Reject	Mark
24.2	any 2 from: 1. it's a live chess game 2. with real people (instead of pieces) 3. with real horses (instead of pieces) answers can be in any order	there will be living pieces real horses/it's live chess	there are no pieces it's a chess game reject anything to do with Harry Potter	2

Question	Accept	Mark
25.1	A (Una canzone divertente)	1

Question	Accept	Mark
25.2	D (Un musicista)	1

Question	Accept	Mark
26.1	B (non andrà all'università quest'anno.)	1

Question	Accept	Mark
26.2	A (fare esperienza in cucina.)	1

Question	Accept	Mark
27.1	B (prodotto alimentare.)	1

Question	Accept	Mark
27.2	B (la vita familiare quotidiana.)	1

Question	Key idea	Accept	Reject	Mark
28.1	non deve essere cotta	non deve essere cotta/non devi cucinarlo/non si deve cucinare/non è cotta	cotto (on its own)	1

Question	Key idea	Accept	Reject	Mark
28.2	(tagliare) a fette	tagliare (any form of the verb) (lo) mette sul piatto ci mette olio/sale/origano/basilico (lo) condisce	fette (on its own)	1

Question	Key idea	Accept	Reject	Mark
28.3	1. mettiamo/mettere l'insalata in frigorifero 2. (la) portiamo/portare a tavola answers can be in any order	(la) mettiamo/(la) lasciamo in frigo (rifero) accept other forms of the verb la mangiamo	per mezz'ora (on its own)	2