



GCSE ITALIAN 8633/RF

Paper 3 Reading Foundation 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 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	B (Gardener)	1

Question	Accept	Mark
01.2	E (Vet)	1

Question	Accept	Mark
01.3	D (Translator)	1

Question	Key idea	Accept	Reject	Mark
02.1	it takes Giulia half an hour to get to school.	half an hour/thirty minutes/ 30 minutes (mins)	any other amount of time	1

Question	Key idea	Accept	Reject	Mark
02.2	she likes Wednesday because she has history.	Wednesdays/Wednesday/Weds	any other day of the week	1

Question	Key idea	Accept	Reject	Mark
02.3	her least favourite subjects are maths and physics .	maths and physics in any order – one mark for each	any other subjects	2

Question	Accept	Mark
03.1	B (In a town) 4 (Lots of activities)	2

Question	Accept	Mark
03.2	C (In the countryside) 3 (Family lives there)	2

Question	Accept	Mark
04.1	H (healthy)	1

Question	Accept	Mark
04.2	H (healthy)	1

Question	Accept	Mark
04.3	U (unhealthy)	1

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

Question		Key idea	Accept	Reject	Mark
05.1	Advantage	one of: teachers are good at teaching I'm/he is free in the afternoon Finishes at 1.30/ school finishes early	teachers teach well/do a good job good teacher (singular form) free time in the afternoon	teachers are nice	1
	Disadvantage	science lessons are too long	science lessons/classes are long	any other subject or just 'lessons are too long' "science is too long"	1

Question		Key idea	Accept	Reject	Mark
05.2	Advantage	school uniform	uniform	anything else	1
	Disadvantage	one of: severe/tough school rules there are too many rules	(school) rules too many rules	Strict school Too strict (on its own)	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	NT (not in the text)	1

Question	Accept	Mark
06.5	T (true)	1

Question	Accept	Mark
06.6	F (false)	1

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

Question	Accept	Mark
07.1	N (negative)	1

Question	Accept	Mark
07.2	P (positive)	1

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

Question	Key idea	Accept	Reject	Mark
08.1	one of: he needed to earn money for his university/college studies he needs money	one of: he needed to earn (money) he needs to earn money	Not expensive/ it's cheap	1

Question	Key idea	Accept	Reject	Mark
08.2	his parents pay for everything	he doesn't have to pay anything as his parents pay/his parents treat him	They give him money	1

Question	Key idea	Accept	Reject	Mark
08.3	discover/find out about/explore new countries/places or discover/find out about/explore foreign cultures	discover new cultures/new countries/foreign cultures	anything else	1

Question	Key idea	Accept	Reject	Mark
08.4	(trains) pollute less and are environmentally friendly	(trains) are less polluting/helps the environment Environment on its own	trains/anything else	1

Question	Accept	Mark
09	B D E (in any order) B (Ballare) D (Leggere) E (Nuotare)	3

Question	Accept	Mark
10	A D F (in any order) A (Clima) D (Senzatetto) F (Tecnologia)	3

Question	Accept	Mark
11	E B A F (in this exact order) E (nazionalità) B (fratelli) A (compleanno) F (sport)	4

Question	Accept	Mark
12.1	B (alle case.)	1

Question	Accept	Mark
12.2	C (la sua famiglia.)	1

Question	Accept	Mark
12.3	B (lo salutano subito.)	1

Question	Accept	Mark
12.4	C (molti Babbi Natale.)	1

Question		Key idea	Accept	Reject	Mark
13.1	passato	la disoccupazione (fra i giovani)	Alta disoccupazione	fra i giovani/anything else	1
	oggi	I tossicodipendenti	molti tossicodipendenti/ il numero alto di tossicodipendenti per le strade	anything else	1

Question		Key idea	Accept	Reject	Mark
13.2	passato	mari inquinati e contaminati dalle fabbriche	mari inquinati/contaminati	fabbriche/mari/inquinamento (on its own)/anything else	1
	futuro	la fame	il numero di persone che hanno fame	il numero di nascite sale...	1

Question	Italian	Key idea	Accept	Reject	Mark
14	Ho quindici anni e	I am 15 years old and	I am 15	any other age/he or she is 15	1
	abito in una bella città vicino al mare.	I live in a beautiful town near the sea/by the sea.	I live in a lovely city close to the sea.	I live in a town (no adjective) close to the beach (should be 'sea').	1
	D'estate vado spesso in spiaggia	In the summer I often go to the beach	In summer I frequently go to the beach	any other season, place – missed out 'often'	1
	a prendere il sole.	to sunbathe.	get some sunshine. get a tan.	To take the sun	1
	Domenica scorsa nevicava,	Last Sunday it snowed,	Last Sunday it was snowing,	any other day/weather	1
	quindi sono andato a sciare.	so I went skiing.	therefore I went to ski.	any other sport, missed out 'so'	1
	Mi sono divertito molto.	I enjoyed myself a lot.	I had a lot of fun. I had a great time.	I had fun (missed out 'a lot').	1
	Dopo gli studi vorrei fare l'apprendista	After my studies I would like to be an apprentice	After school I would like to do an apprenticeship	any other activity/time frame	1
	in Francia, dove lavora mio padre.	in France, where my father works.	in France as my father works there.	any other country/wrong person/wrong verb	1