



## Cambridge IGCSE™ (9–1)

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ITALIAN

7164/04

Paper 4 Writing

May/June 2020

MARK SCHEME

Maximum Mark: 50

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**Published**

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

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This document consists of **27** printed pages.

## 1 Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

### GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

### GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

### GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

### GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**2 General Marking Principles****2.1 Crossing out:**

|            |   |
|------------|---|
| <b>(a)</b> | If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.  |
| <b>(b)</b> | If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work. |

**2.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:**

|            |   |
|------------|---|
| <b>(a)</b> | there is an indication from the candidate that other material should be considered. |
| <b>(b)</b> | the candidate has continued their answer outside the space provided.                |
| <b>(c)</b> | there is no answer in the space provided.   |

**2.3 Annotation used in the Mark Scheme:**

|            |   |
|------------|---|
| <b>(a)</b> | tc = 'tout court' and means that on its own the material is not sufficient to score the mark.   |
| <b>(b)</b> | BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded. |

**2.4 No response and ‘0’ marks****Award NR (No Response):**

If there is nothing written at all in the answer space or

If there is only a comment which does not in any way relate to the question being asked (e.g. ‘can’t do’ or ‘don’t know’) or

If there is only a mark which isn’t an attempt at the question (e.g. a dash, a question mark).

**Award 0:**

If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

**2.5 Optional questions:** You must mark all questions attempted by the candidate. Where a question has not been attempted then NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on ‘Complete’.) Where the candidate attempts more than one of the alternatives in Question 3, RM Assessor will automatically only aggregate the candidate’s best result.

| Question          | Answer   | Marks |
|-------------------|--|-------|
| <b>Question 1</b> | <p>Candidates are required to list 8 items in Italian. Read all of the items that the candidate has listed and award marks as follows:</p> <p>(i) Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5. Stop ticking once 5 items have been rewarded.</p> <p>(ii) On Question 1, award marks for items wherever the candidate has written them.</p> <p>(iii) <b>If the candidate offers more than one word per line, award a mark for each acceptable item.</b></p> <p>(iv) The pictures provided on the question paper are only suggestions.</p> <p>(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.</p> <p>(vi) If spelling is questionable, start by referring to the detailed mark scheme. Refer to the bullet points below if no decision on the spelling you have encountered is recorded there.</p> <ul style="list-style-type: none"> <li>• ‘If in doubt, sound it out’: if you read what the candidate has written, does it sound like the correct answer?</li> <li>• Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created.</li> <li>• If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning).</li> <li>• Where letters are transposed, the word is likely to communicate (unless another word has been created).</li> </ul> <p>(vii) Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.</p> <p>(viii) Refuse all nouns which are repeated and which do not have a separate meaning.</p> <p>(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.</p> |       |

| Question                    | Answer   | Marks                       |         |       |          |             |      |            |                     |          |       |       |   |
|-----------------------------|--|-----------------------------|---------|-------|----------|-------------|------|------------|---------------------|----------|-------|-------|---|
| 1                           | <p><b>Sei a scuola. Che cosa vedi? Fai un elenco <u>in italiano</u> di <u>8</u> cose.</b></p> <table border="1" data-bbox="338 312 754 1034"> <tr><td>Banco (desk) is the example</td></tr> <tr><td>Lavagna</td></tr> <tr><td>Sedia</td></tr> <tr><td>Palestra</td></tr> <tr><td>Laboratorio</td></tr> <tr><td>Aula</td></tr> <tr><td>Professore</td></tr> <tr><td>Zaino, borsa, sacca</td></tr> <tr><td>Quaderno</td></tr> <tr><td>Libro</td></tr> <tr><td>Penna</td></tr> </table> <ul style="list-style-type: none"> <li>• Only one teacher allowed (e.g. professore di storia)</li> <li>• Only one item of food or drink allowed (e.g. panino <i>or</i> acqua)</li> </ul> <p style="text-align: right;"><b>Total for Question 1: 5 marks</b></p> | Banco (desk) is the example | Lavagna | Sedia | Palestra | Laboratorio | Aula | Professore | Zaino, borsa, sacca | Quaderno | Libro | Penna | 5 |
| Banco (desk) is the example |  |                             |         |       |          |             |      |            |                     |          |       |       |   |
| Lavagna                     |  |                             |         |       |          |             |      |            |                     |          |       |       |   |
| Sedia                       |  |                             |         |       |          |             |      |            |                     |          |       |       |   |
| Palestra                    |  |                             |         |       |          |             |      |            |                     |          |       |       |   |
| Laboratorio                 |  |                             |         |       |          |             |      |            |                     |          |       |       |   |
| Aula                        |  |                             |         |       |          |             |      |            |                     |          |       |       |   |
| Professore                  |  |                             |         |       |          |             |      |            |                     |          |       |       |   |
| Zaino, borsa, sacca         |  |                             |         |       |          |             |      |            |                     |          |       |       |   |
| Quaderno                    |  |                             |         |       |          |             |      |            |                     |          |       |       |   |
| Libro                       |  |                             |         |       |          |             |      |            |                     |          |       |       |   |
| Penna                       |  |                             |         |       |          |             |      |            |                     |          |       |       |   |

| Question   | Answer  | Marks |
|--|---|-------|
| <p><b>Question 2</b></p> <p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> <li>• <b>Communication: award a mark out of 10, according to the instructions in 2.1.</b></li> <li>• <b>Language: award a mark out of 5, according to the instructions in 2.2.</b></li> </ul> |   |       |
| 2  | <p><b>Fare Shopping</b></p> <p><b><u>2.1: Award a mark out of 10 for Communication</u></b></p> <p>(i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point in the body of the answer.</p> <p>(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the tasks must be covered to get the 10 communication marks:</p> <ul style="list-style-type: none"> <li>• <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9.</li> <li>• <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on).</li> </ul> <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION</p> <ul style="list-style-type: none"> <li>• <b>Look for a verb (finite or infinitive) before awarding a mark.</b> Lists without a verb will not score.</li> <li>• <b>For language other than verbs, use ‘rules’ in Question 1:</b> look alike, sound alike, etc.</li> <li>• <b>Misplaced adjectives, negatives and adverbs will not usually compromise communication.</b></li> </ul> <p>(v) <u>LISTS</u> = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks</p> <p>(vi) Only reward each piece of information once.</p> <p>(vii) Do not penalise factual errors.</p> <p>(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.</p> | 15    |



| Question | Answer |   | Marks |
|----------|--------|---|-------|
| 2        | Tick   | Accept  |       |
|          | ✓1     | <b>Task: Ti piace fare shopping? Perché?</b><br><b>REWARD:</b> Award mark if reason is present  |       |
|          | ✓2     | <b>Task: Dove preferisci fare shopping? Perché?</b><br><b>REWARD:</b> Any shop or place where one can buy and reason necessary for mark   |       |
|          | ✓3     | <b>Task: Che cosa compri di solito quando fai shopping?</b><br><b>REWARD:</b> Anything suitable   |       |
|          | ✓4     | <b>Task: Secondo te, fare shopping ha aspetti negativi?</b><br><b>REWARD:</b> At least one negative aspect of shopping has to be mentioned to count towards mark, even if candidate also writes some positive aspects |       |

| Question | Answer  | Marks |  |   |  |   |  |   |  |   |   |   |   |  |
|----------|---|-------|--|---|--|---|--|---|--|---|---|---|---|--|
| 2        | <p><b><u>2.2: Award a mark out of 5 for Language</u></b></p> <p>Award a mark out of 5 for Language*, according to the Grade descriptors in the table below (see <i>Note on using mark schemes with Grade descriptors</i> (Appendix 1)).</p> <p><b>Grade descriptors for Language (Question 2)</b></p> <table border="1" data-bbox="338 480 1870 1110"> <tbody> <tr> <td data-bbox="338 480 398 647">5</td> <td data-bbox="398 480 1870 647">Straightforward vocabulary and structure.<br/>The style of writing is basic, but reasonably coherent.<br/>Use of a limited range of verbs, generally successful.<br/>More accuracy than inaccuracy.</td> </tr> <tr> <td data-bbox="338 647 398 780">4</td> <td data-bbox="398 647 1870 780">Basic vocabulary and structure.<br/>Some awareness of verb usage, but inconsistent.<br/>The writing is sufficiently accurate for meaning to be conveyed.</td> </tr> <tr> <td data-bbox="338 780 398 912">3</td> <td data-bbox="398 780 1870 912">Very basic vocabulary and structure.<br/>Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs).<br/>Despite regular errors, the writing often conveys some meaning.</td> </tr> <tr> <td data-bbox="338 912 398 979">2</td> <td data-bbox="398 912 1870 979">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="338 979 398 1046">1</td> <td data-bbox="398 979 1870 1046">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="338 1046 398 1110">0</td> <td data-bbox="398 1046 1870 1110">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table> <p>*Consider the whole answer when awarding mark for language</p> <p style="text-align: right;"><b>Total for Communication: 10 marks</b><br/><b>Total for Language: 5 marks</b><br/><b>Total for Question 2: 15 marks</b></p> | 5     | Straightforward vocabulary and structure.<br>The style of writing is basic, but reasonably coherent.<br>Use of a limited range of verbs, generally successful.<br>More accuracy than inaccuracy. | 4 | Basic vocabulary and structure.<br>Some awareness of verb usage, but inconsistent.<br>The writing is sufficiently accurate for meaning to be conveyed. | 3 | Very basic vocabulary and structure.<br>Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs).<br>Despite regular errors, the writing often conveys some meaning. | 2 | A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. | 1 | Disjointed words or short phrases, one or two of them accurate enough to be comprehensible. | 0 | One or two disjointed words or short phrases may be recognisable. |  |
| 5        | Straightforward vocabulary and structure.<br>The style of writing is basic, but reasonably coherent.<br>Use of a limited range of verbs, generally successful.<br>More accuracy than inaccuracy.  |       |  |   |  |   |  |   |  |   |   |   |   |  |
| 4        | Basic vocabulary and structure.<br>Some awareness of verb usage, but inconsistent.<br>The writing is sufficiently accurate for meaning to be conveyed.  |       |  |   |  |   |  |   |  |   |   |   |   |  |
| 3        | Very basic vocabulary and structure.<br>Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs).<br>Despite regular errors, the writing often conveys some meaning.  |       |  |   |  |   |  |   |  |   |   |   |   |  |
| 2        | A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.  |       |  |   |  |   |  |   |  |   |   |   |   |  |
| 1        | Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.   |       |  |   |  |   |  |   |  |   |   |   |   |  |
| 0        | One or two disjointed words or short phrases may be recognisable.   |       |  |   |  |   |  |   |  |   |   |   |   |  |

| Question   | Answer  | Marks |                |   |               |  |                |                                |
|--|---|-------|----------------|---|---------------|--|----------------|--------------------------------|
| <p><b>Question 3</b></p> <p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> <li>• <b>Communication:</b> award a mark out of 10, according to the instructions in 3.1.</li> <li>• <b>Language:</b> award a mark out of 8 for Verbs, according to the instructions in 3.2.<br/>award a mark out of 12 for Other linguistic features, according to the instructions in 3.3.</li> </ul> <p><b>For question-specific guidance, see later in this mark scheme.</b></p>   |   |       |                |   |               |  |                |                                |
| <p><b><u>3.1: Award a mark out of 10 for Communication</u></b></p> <p>(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.</p> <p>(ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point (in the body of the answer).</p> <table border="1" data-bbox="181 900 1697 1051"> <tbody> <tr> <td data-bbox="181 900 315 948"><b>2 ticks</b></td> <td data-bbox="315 900 1697 948">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="181 948 315 995"><b>1 tick</b></td> <td data-bbox="315 948 1697 995">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="181 995 315 1043"><b>0 ticks</b></td> <td data-bbox="315 995 1697 1043">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(iii) <b>Look for a verb (finite or infinitive) before awarding a mark for communication.</b></p> <p>(iv) Add up the ticks to give a mark out of 10 for Communication.</p> |   |       | <b>2 ticks</b> | Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated. | <b>1 tick</b> | Communication of some meaning is achieved, but the message may be ambiguous or incomplete. | <b>0 ticks</b> | Nothing of worth communicated. |
| <b>2 ticks</b>   | Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated. |       |                |   |               |  |                |                                |
| <b>1 tick</b>  | Communication of some meaning is achieved, but the message may be ambiguous or incomplete.              |       |                |   |               |  |                |                                |
| <b>0 ticks</b>   | Nothing of worth communicated.  |       |                |   |               |  |                |                                |

| Question   | Answer | Marks |                 |      |     |   |        |   |        |   |        |   |        |   |      |   |      |   |      |   |            |   |
|--|--------|-------|-----------------|------|-----|---|--------|---|--------|---|--------|---|--------|---|------|---|------|---|------|---|------------|---|
| <p><b><u>3.2: Award a mark out of 8 for accurate use of Verbs</u></b></p> <p>When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. <b>For question-specific guidance, see later in this mark scheme.</b></p> <p>(i) Place a tick above the <b>first</b> occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below).<br/>           (ii) Place the tick so that it does not obscure the accent/tilde.<br/>           (iii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.</p> <p style="text-align: center;"><b>Conversion table for accurate use of Verbs (Question 3)</b></p> <table border="1" data-bbox="792 619 1447 1286"> <thead> <tr> <th data-bbox="792 619 1167 683">Number of ticks</th> <th data-bbox="1167 619 1447 683">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="792 683 1167 746">18+</td> <td data-bbox="1167 683 1447 746">8</td> </tr> <tr> <td data-bbox="792 746 1167 810">16, 17</td> <td data-bbox="1167 746 1447 810">7</td> </tr> <tr> <td data-bbox="792 810 1167 874">14, 15</td> <td data-bbox="1167 810 1447 874">6</td> </tr> <tr> <td data-bbox="792 874 1167 938">12, 13</td> <td data-bbox="1167 874 1447 938">5</td> </tr> <tr> <td data-bbox="792 938 1167 1002">10, 11</td> <td data-bbox="1167 938 1447 1002">4</td> </tr> <tr> <td data-bbox="792 1002 1167 1066">8, 9</td> <td data-bbox="1167 1002 1447 1066">3</td> </tr> <tr> <td data-bbox="792 1066 1167 1129">6, 7</td> <td data-bbox="1167 1066 1447 1129">2</td> </tr> <tr> <td data-bbox="792 1129 1167 1193">4, 5</td> <td data-bbox="1167 1129 1447 1193">1</td> </tr> <tr> <td data-bbox="792 1193 1167 1286">0, 1, 2, 3</td> <td data-bbox="1167 1193 1447 1286">0</td> </tr> </tbody> </table> |        |       | Number of ticks | Mark | 18+ | 8 | 16, 17 | 7 | 14, 15 | 6 | 12, 13 | 5 | 10, 11 | 4 | 8, 9 | 3 | 6, 7 | 2 | 4, 5 | 1 | 0, 1, 2, 3 | 0 |
| Number of ticks  | Mark   |       |                 |      |     |   |        |   |        |   |        |   |        |   |      |   |      |   |      |   |            |   |
| 18+  | 8      |       |                 |      |     |   |        |   |        |   |        |   |        |   |      |   |      |   |      |   |            |   |
| 16, 17   | 7      |       |                 |      |     |   |        |   |        |   |        |   |        |   |      |   |      |   |      |   |            |   |
| 14, 15   | 6      |       |                 |      |     |   |        |   |        |   |        |   |        |   |      |   |      |   |      |   |            |   |
| 12, 13   | 5      |       |                 |      |     |   |        |   |        |   |        |   |        |   |      |   |      |   |      |   |            |   |
| 10, 11   | 4      |       |                 |      |     |   |        |   |        |   |        |   |        |   |      |   |      |   |      |   |            |   |
| 8, 9   | 3      |       |                 |      |     |   |        |   |        |   |        |   |        |   |      |   |      |   |      |   |            |   |
| 6, 7   | 2      |       |                 |      |     |   |        |   |        |   |        |   |        |   |      |   |      |   |      |   |            |   |
| 4, 5   | 1      |       |                 |      |     |   |        |   |        |   |        |   |        |   |      |   |      |   |      |   |            |   |
| 0, 1, 2, 3   | 0      |       |                 |      |     |   |        |   |        |   |        |   |        |   |      |   |      |   |      |   |            |   |

| Question   | Answer | Marks |
|--|--------|-------|
| <p><b>How to award ticks for accurate use of Verbs (Question 3):</b></p> <p><b>(a) Subject (noun or pronoun) + any finite verb</b></p> <ul style="list-style-type: none"><li>• both subject and verb must be correct for the verb to score a tick</li><li>• verb must be in the appropriate tense to score a tick</li><li>• accents on verbs must be correct in order for a tick to be awarded</li><li>• do not tick verbs contained in the 'letter etiquette': appropriate beginnings and endings to letters are considered for reward under Other linguistic features.</li></ul> |        |       |

| Question  | Answer   |  | Marks |
|---|--|--|-------|
| <b>Tick</b>                                     | <b>No tick</b>                                 | <b>Note</b>  |       |
| Io sono (✓)                                     |  |  |       |
| Ho fatto (✓)                                    |  |  |       |
| Siamo andati (✓)                                | Siamo andato ( <i>no tick</i> )                | insist on correct agreement                                    |       |
| I professori sono simpatici (✓)                 | I professori sono simpatici ( <i>no tick</i> ) | incorrect subject means tick cannot be awarded for verb        |       |
| <b>Use of gerund</b>                            |  |  |       |
| <b>Tick</b>                                     | <b>No tick</b>                                 | <b>Note</b>  |       |
| Stavo andando (✓)                               |  | Continuous forms of <i>stare</i> and gerund are awarded 1 tick |       |
|   | Ero giocando ( <i>no tick</i> )                | Disallow gerund following <i>essere</i>                        |       |
| Sbagliando (✓)                                  |  |  |       |
| <b>With direct and indirect object pronouns</b> |  |  |       |
| <b>Tick</b>                                     | <b>No tick</b>                                 | <b>Note</b>  |       |
| L'ho visto (✓)                                  |  |  |       |

| Question                    | Answer                                 | Marks   |
|-----------------------------|--|---|
| <b>Reflexive/Passive</b>    |  |   |
| <b>Tick</b>                 | <b>No tick</b>                         | <b>Note</b>   |
| Mi alzo (✓)                 | Alzomi ( <i>no tick</i> )              |   |
| Ci siamo alzati (✓)         |  |   |
| Mi lavo (✓) le mani         | Mi lavo ( <i>no tick</i> ) la macchina | “lavare” should not be used reflexively in this statement |
| Siamo stati (✓) seguiti (✓) |  |   |
| <b>With “ci” and “ne”</b>   |  |   |
| <b>Tick</b>                 | <b>No tick</b>                         | <b>Note</b>   |
| Ci vado (✓)                 |  |   |
| Ne compriamo (✓)            |  |   |
| <b>Impersonal <i>si</i></b> |  |   |
| <b>Tick</b>                 | <b>No tick</b>                         | <b>Note</b>   |
| Si può (✓)                  |  |   |
| Si parla italiano (✓)       |  |   |

| Question   | Answer  | Marks   |
|--|---|---|
| <b>Impersonal</b>                                      |   |   |
| <b>Tick</b>  | <b>No tick</b>  | <b>Note</b>   |
| È interessante (✓)                                     |   |   |
| Bisogna (✓)  |   |   |
| <b>With negative</b>                                   |   |   |
| <b>Tick</b>  | <b>No tick</b>  | <b>Note</b>   |
| Non mangiano (✓)                                       |   |   |
| <b>Sequence of tenses</b>                              |   |   |
| <b>Tick</b>  | <b>No tick</b>  | <b>Note</b>   |
| Se avessi (✓) la possibilità vorrei (✓)                | Se avevo ( <i>no tick</i> ) la possibilità vorrei (✓) | If sequence is incorrect <b>both</b> verbs cannot be rewarded |
| <b>Single auxiliary with multiple past participles</b> |   |   |
| <b>Tick</b>  | <b>No tick</b>  | <b>Note</b>   |
| Abbiamo cantato e ballato (✓) (✓)                      |   | Abbiamo cantato = tick 1;<br>Abbiamo ballato = tick 2         |



| Question   | Answer  | Marks   |
|--|---|---|
| <b>Correct verb within meaningless statement</b> |   |   |
| <b>Tick</b>                                      | <b>No tick</b>                                    | <b>Note</b>   |
| Il cammino è (✓) lungo                           | Il cammino è ( <i>no tick</i> ) intelligente      | do not reward correct verb in a meaningless statement |
| <b>(b) Imperative</b>                            |   |   |
| <b>Tick</b>                                      | <b>No tick</b>                                    | <b>Note</b>   |
| Vieni! (✓)                                       |   |   |
| Sedetevi! (✓)                                    |   |   |
| <b>(c) Interrogative</b>                         |   |   |
| <b>Tick</b>                                      | <b>No tick</b>                                    | <b>Note</b>   |
| Vieni? (✓) / Vieni. (✓)                          | question mark not required for mark to be awarded |   |
| Come va(?) (✓)                                   |   |   |

| Question   | Answer         | Marks       |
|--|----------------|-------------|
| <b>(d) Infinitive</b>  |                |             |
| <b>Tick</b>  | <b>No tick</b> | <b>Note</b> |
| Voglio (✓) uscire (✓)  |                |             |
| Non voglia ( <i>no tick</i> ) uscire (✓)   |                |             |
| Voglio (✓) uscirre ( <i>no tick</i> )  |                |             |
| Ho deciso (✓) di uscire (✓)  |                |             |
| <b>(e) Participle (past or present)</b>  |                |             |
| <b>Tick</b>  | <b>No tick</b> | <b>Note</b> |
| (Una volta) chiusa la porta (✓)  |                |             |
| <b>(f) Reward only the first occurrence of a verb, e.g.</b>  |                |             |
| <ul style="list-style-type: none"> <li>• Mi piace (✓) il calcio. Mi piace (<i>no tick</i>) anche il tennis</li> <li>• Mi piace (✓) il calcio. Non mi piace (<i>no tick</i>) il tennis</li> </ul>   |                |             |
| <b>However,</b>  |                |             |
| <ul style="list-style-type: none"> <li>• lo preferisco (✓) il calcio e mio fratello preferisce (✓) il tennis – two different persons of the verb</li> <li>• Mio fratello preferisce (✓) il calcio e mia sorella preferisce (<i>no tick</i>) il tennis – both third person usage</li> </ul> |                |             |

| Question   | Answer | Marks |
|--|--------|-------|
| <p><b>3.3: Award a mark out of 12 for Other linguistic features</b></p> <p>(i) Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see Note on using mark schemes with Grade descriptors (Appendix I)).</p> <p>(ii) Use the highlighter marking tool to highlight the first new use of any correct usage. Use the highlighter marking tool to underline a creditable attempt at a structure. This annotation is intended to help you arrive at an appropriate mark. Therefore, the kinds of things you highlight/underline will vary according to the quality of work, e.g. for a mark of 7/8 to be awarded the assumption is that ‘spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct’ so annotation will focus on the degree of success with more complex language.</p> <p>(iii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate’s control of structures:</p> <ul style="list-style-type: none"> <li>• Adjectives, including possessives and demonstratives. Also comparatives and superlatives</li> <li>• Object pronouns (<i>mi ha detto</i>) and ‘strong’ pronouns (<i>da noi</i> etc.)</li> <li>• Negatives</li> <li>• A variety of prepositions and adverbs</li> <li>• Expressions of quantity</li> <li>• Linking words (e.g. <i>comunque, siccome, perciò</i>) and conjunctions other than <i>e</i></li> <li>• Subordinate clauses, including <i>perché</i> and <i>che</i> (relative pronouns). Indirect or reported speech (<i>ha detto che, credo che</i>). Time clauses with <i>quando, mentre</i> etc. and <i>se</i> (= if)</li> <li>• Appropriate use of <i>politesse</i> in the letter.</li> </ul> |        |       |

| Question   | Answer  | Marks |
|--|---|-------|
| <b>Grade descriptors for Other linguistic features (Question 3)</b>  |   |       |
| 11–12  | <ul style="list-style-type: none"> <li>• Uses a wide range of structures effectively; produces longer, fluent sentences with ease.</li> <li>• Highly accurate at this level, though not necessarily faultless.</li> <li>• Makes effective use of a wide range of vocabulary fully appropriate to the task.</li> </ul>         |       |
| 9–10   | <ul style="list-style-type: none"> <li>• Attempts a range of structures with a good degree of success.</li> <li>• More complex language usually error-free<sup>^^</sup>.</li> <li>• Uses a variety of relevant vocabulary at this level.</li> </ul>   |       |
| 7–8  | <ul style="list-style-type: none"> <li>• In control of simple structures. Varied success with more complex structures.</li> <li>• Accuracy is fairly consistent throughout*. Errors may occur when more ambitious language is attempted.</li> <li>• Has sufficient vocabulary to add some interest to the writing.</li> </ul> |       |
| 5–6  | <ul style="list-style-type: none"> <li>• Attempts more than basic structures.</li> <li>• On balance, the work is more accurate than inaccurate.</li> <li>• Straightforward vocabulary relevant to the task.</li> </ul>  |       |
| 3–4  | <ul style="list-style-type: none"> <li>• Reliant on basic structures.</li> <li>• Some examples of correct language. Meaning usually conveyed.</li> <li>• Basic vocabulary.</li> </ul>   |       |
| 1–2  | <ul style="list-style-type: none"> <li>• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</li> </ul>  |       |
| 0  | <ul style="list-style-type: none"> <li>• One or two disjointed words or short phrases may be recognisable.</li> </ul>   |       |
| <p data-bbox="165 1177 1771 1209"><sup>^^</sup>subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.</p> <p data-bbox="165 1214 1599 1246">*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.</p> <p data-bbox="1451 1283 2074 1414" style="text-align: right;"><b>Total for Communication: 10 marks</b><br/><b>Total for Verbs: 8 marks</b><br/><b>Total for Other linguistic features: 12 marks</b><br/><b>Total for Question 3: 30 marks</b></p> |   |       |

| Question | Answer  | Marks |        |      |    |   |   |    |  |   |    |   |   |    |   |   |    |  |   |           |
|----------|---|-------|--------|------|----|---|---|----|--|---|----|---|---|----|---|---|----|--|---|-----------|
| 3(a)     | <p data-bbox="338 245 663 277"><b>L'ecologia e l'ambiente</b></p> <p data-bbox="338 316 1420 347"><b><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></b></p> <table border="1" data-bbox="338 379 1592 906"> <thead> <tr> <th data-bbox="338 379 439 443">Tick</th> <th data-bbox="439 379 1480 443">Accept</th> <th data-bbox="1480 379 1592 443">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 443 439 544">✓1</td> <td data-bbox="439 443 1480 544"><b>Secondo te, è importante proteggere l'ambiente? Perché (no)?</b></td> <td data-bbox="1480 443 1592 544">2</td> </tr> <tr> <td data-bbox="338 544 439 644">✓2</td> <td data-bbox="439 544 1480 644"><b>Che problemi ambientali hai visto recentemente nella tua città/regione?</b></td> <td data-bbox="1480 544 1592 644">2</td> </tr> <tr> <td data-bbox="338 644 439 708">✓3</td> <td data-bbox="439 644 1480 708"><b>Che cosa hai fatto recentemente per proteggere l'ambiente?</b></td> <td data-bbox="1480 644 1592 708">2</td> </tr> <tr> <td data-bbox="338 708 439 809">✓4</td> <td data-bbox="439 708 1480 809"><b>Secondo te, è facile o difficile riciclare nella tua zona? Perché?</b></td> <td data-bbox="1480 708 1592 809">2</td> </tr> <tr> <td data-bbox="338 809 439 906">✓5</td> <td data-bbox="439 809 1480 906"><b>Che cosa farai nel futuro per aiutare l'ambiente?</b></td> <td data-bbox="1480 809 1592 906">2</td> </tr> </tbody> </table> | Tick  | Accept | Mark | ✓1 | <b>Secondo te, è importante proteggere l'ambiente? Perché (no)?</b> | 2 | ✓2 | <b>Che problemi ambientali hai visto recentemente nella tua città/regione?</b> | 2 | ✓3 | <b>Che cosa hai fatto recentemente per proteggere l'ambiente?</b> | 2 | ✓4 | <b>Secondo te, è facile o difficile riciclare nella tua zona? Perché?</b> | 2 | ✓5 | <b>Che cosa farai nel futuro per aiutare l'ambiente?</b> | 2 | <b>30</b> |
| Tick     | Accept  | Mark  |        |      |    |   |   |    |  |   |    |   |   |    |   |   |    |  |   |           |
| ✓1       | <b>Secondo te, è importante proteggere l'ambiente? Perché (no)?</b>   | 2     |        |      |    |   |   |    |  |   |    |   |   |    |   |   |    |  |   |           |
| ✓2       | <b>Che problemi ambientali hai visto recentemente nella tua città/regione?</b>  | 2     |        |      |    |   |   |    |  |   |    |   |   |    |   |   |    |  |   |           |
| ✓3       | <b>Che cosa hai fatto recentemente per proteggere l'ambiente?</b>   | 2     |        |      |    |   |   |    |  |   |    |   |   |    |   |   |    |  |   |           |
| ✓4       | <b>Secondo te, è facile o difficile riciclare nella tua zona? Perché?</b>   | 2     |        |      |    |   |   |    |  |   |    |   |   |    |   |   |    |  |   |           |
| ✓5       | <b>Che cosa farai nel futuro per aiutare l'ambiente?</b>  | 2     |        |      |    |   |   |    |  |   |    |   |   |    |   |   |    |  |   |           |

| Question | Answer   |  | Marks |
|----------|--|--|-------|
| 3(a)     | <b>Communication point</b>   | <b>For Verbs, accept:</b>                              |       |
|          | 1 Opinion. Must include a reason to gain both ticks  |  |       |
|          | 2  | Any appropriate past                                   |       |
|          | 3 A clear action must be provided to get two ticks   | Any appropriate past                                   |       |
|          | 4 Opinion. Must include a reason to gain both ticks  |  |       |
|          | 5 A clear activity must be expressed to gain both ticks  | Future or anything suitable which will indicate future |       |
|          | <b><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></b>      |  |       |
|          | <b><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></b> |  |       |

| Question | Answer  | Marks |        |      |    |                           |   |    |                            |   |    |  |   |    |   |   |    |   |   |           |
|----------|---|-------|--------|------|----|---------------------------|---|----|----------------------------|---|----|--|---|----|---|---|----|---|---|-----------|
| 3(b)     | <p data-bbox="338 245 613 272"><b>Una visita al museo</b></p> <p data-bbox="338 316 1417 343"><b><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></b></p> <table border="1" data-bbox="338 411 1397 975"> <thead> <tr> <th data-bbox="338 411 434 475">Tick</th> <th data-bbox="434 411 1285 475">Accept</th> <th data-bbox="1285 411 1397 475">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 475 434 576">✓1</td> <td data-bbox="434 475 1285 576"><b>Dove sei andato/a?</b></td> <td data-bbox="1285 475 1397 576">2</td> </tr> <tr> <td data-bbox="338 576 434 676">✓2</td> <td data-bbox="434 576 1285 676"><b>Che cosa hai visto?</b></td> <td data-bbox="1285 576 1397 676">2</td> </tr> <tr> <td data-bbox="338 676 434 777">✓3</td> <td data-bbox="434 676 1285 777"><b>Ti è piaciuta la visita al museo?</b></td> <td data-bbox="1285 676 1397 777">2</td> </tr> <tr> <td data-bbox="338 777 434 877">✓4</td> <td data-bbox="434 777 1285 877"><b>Generalmente ti piace andare a visitare i musei? Perché?</b></td> <td data-bbox="1285 777 1397 877">2</td> </tr> <tr> <td data-bbox="338 877 434 975">✓5</td> <td data-bbox="434 877 1285 975"><b>Dove andrai per la prossima gita scolastica?</b></td> <td data-bbox="1285 877 1397 975">2</td> </tr> </tbody> </table> | Tick  | Accept | Mark | ✓1 | <b>Dove sei andato/a?</b> | 2 | ✓2 | <b>Che cosa hai visto?</b> | 2 | ✓3 | <b>Ti è piaciuta la visita al museo?</b> | 2 | ✓4 | <b>Generalmente ti piace andare a visitare i musei? Perché?</b> | 2 | ✓5 | <b>Dove andrai per la prossima gita scolastica?</b> | 2 | <b>30</b> |
| Tick     | Accept  | Mark  |        |      |    |                           |   |    |                            |   |    |  |   |    |   |   |    |   |   |           |
| ✓1       | <b>Dove sei andato/a?</b>   | 2     |        |      |    |                           |   |    |                            |   |    |  |   |    |   |   |    |   |   |           |
| ✓2       | <b>Che cosa hai visto?</b>  | 2     |        |      |    |                           |   |    |                            |   |    |  |   |    |   |   |    |   |   |           |
| ✓3       | <b>Ti è piaciuta la visita al museo?</b>  | 2     |        |      |    |                           |   |    |                            |   |    |  |   |    |   |   |    |   |   |           |
| ✓4       | <b>Generalmente ti piace andare a visitare i musei? Perché?</b>   | 2     |        |      |    |                           |   |    |                            |   |    |  |   |    |   |   |    |   |   |           |
| ✓5       | <b>Dove andrai per la prossima gita scolastica?</b>   | 2     |        |      |    |                           |   |    |                            |   |    |  |   |    |   |   |    |   |   |           |

| Question   | Answer  |  | Marks |
|--|---|--|-------|
| 3(b)   | <b>Communication point</b>  | <b>For Verbs, accept:</b>                              |       |
|  | 1   | Any appropriate past                                   |       |
|  | 2   | Any appropriate past                                   |       |
|  | 3 Opinion   |  |       |
|  | 4 Reason must be clearly expressed to gain both ticks   |  |       |
|  | 5   | Future or anything suitable which will indicate future |       |
|  | <b><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></b> |  |       |
| <b><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></b> |   |  |       |



| Question | Answer  | Marks |        |      |    |   |   |    |   |   |    |                               |   |    |  |   |    |   |   |           |
|----------|---|-------|--------|------|----|---|---|----|---|---|----|-------------------------------|---|----|--|---|----|---|---|-----------|
| 3(c)     | <p data-bbox="338 244 703 276"><b>Un temporale improvviso!</b></p> <p data-bbox="338 316 1420 347"><b><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></b></p> <table border="1" data-bbox="338 379 1576 946"> <thead> <tr> <th data-bbox="338 379 434 443">Tick</th> <th data-bbox="434 379 1464 443">Accept</th> <th data-bbox="1464 379 1576 443">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 443 434 544">✓1</td> <td data-bbox="434 443 1464 544"><b>Che cosa stavi facendo in spiaggia</b></td> <td data-bbox="1464 443 1576 544">2</td> </tr> <tr> <td data-bbox="338 544 434 644">✓2</td> <td data-bbox="434 544 1464 644"><b>Che cosa hai fatto quando ha iniziato a piovere?</b></td> <td data-bbox="1464 544 1576 644">2</td> </tr> <tr> <td data-bbox="338 644 434 745">✓3</td> <td data-bbox="434 644 1464 745"><b>Come ti sei sentito/a?</b></td> <td data-bbox="1464 644 1576 745">2</td> </tr> <tr> <td data-bbox="338 745 434 845">✓4</td> <td data-bbox="434 745 1464 845"><b>Che cosa hai fatto quando ha smesso di piovere?</b></td> <td data-bbox="1464 745 1576 845">2</td> </tr> <tr> <td data-bbox="338 845 434 946">✓5</td> <td data-bbox="434 845 1464 946"><b>Ritornerai in spiaggia nel futuro? Perché?</b></td> <td data-bbox="1464 845 1576 946">2</td> </tr> </tbody> </table> | Tick  | Accept | Mark | ✓1 | <b>Che cosa stavi facendo in spiaggia</b> | 2 | ✓2 | <b>Che cosa hai fatto quando ha iniziato a piovere?</b> | 2 | ✓3 | <b>Come ti sei sentito/a?</b> | 2 | ✓4 | <b>Che cosa hai fatto quando ha smesso di piovere?</b> | 2 | ✓5 | <b>Ritornerai in spiaggia nel futuro? Perché?</b> | 2 | <b>30</b> |
| Tick     | Accept  | Mark  |        |      |    |   |   |    |   |   |    |                               |   |    |  |   |    |   |   |           |
| ✓1       | <b>Che cosa stavi facendo in spiaggia</b>   | 2     |        |      |    |   |   |    |   |   |    |                               |   |    |  |   |    |   |   |           |
| ✓2       | <b>Che cosa hai fatto quando ha iniziato a piovere?</b>   | 2     |        |      |    |   |   |    |   |   |    |                               |   |    |  |   |    |   |   |           |
| ✓3       | <b>Come ti sei sentito/a?</b>   | 2     |        |      |    |   |   |    |   |   |    |                               |   |    |  |   |    |   |   |           |
| ✓4       | <b>Che cosa hai fatto quando ha smesso di piovere?</b>  | 2     |        |      |    |   |   |    |   |   |    |                               |   |    |  |   |    |   |   |           |
| ✓5       | <b>Ritornerai in spiaggia nel futuro? Perché?</b>   | 2     |        |      |    |   |   |    |   |   |    |                               |   |    |  |   |    |   |   |           |

| Question   | Answer  |                           | Marks |
|--|---|---------------------------|-------|
| 3(c)   | <b>Communication point</b>                          | <b>For Verbs, accept:</b> |       |
|  | 1   | Any appropriate past      |       |
|  | 2 A clear action must be provided to get two ticks  | Any appropriate past      |       |
|  | 3 A clear reaction/emotion                          | Any appropriate past      |       |
|  | 4 A clear action must be provided to get two ticks  | Any appropriate past      |       |
|  | 5 Opinion. Must include a reason to gain both ticks |                           |       |
| <b><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></b>      |   |                           |       |
| <b><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></b> |   |                           |       |

## Appendix I

### Note on using mark schemes with Grade descriptors

It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a ‘best fit’ approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate’s performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

For example, when marking **Question 3** you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.

To select the most appropriate mark within each set of descriptors, use the following guidance:

- If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.
- If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band.

### Note on irrelevant material in Question 3

In the case of an answer which is completely irrelevant to the chosen question (**3(a)** or **3(b)** or **3(c)**), a mark of 0 is given for Communication and for Language.

In cases where the chosen question was clearly attempted but communication of the set tasks was not achieved (e.g. due to inadequate language control), a score of 0 is given for Communication. Language marks (for Verbs and Other Linguistic Features) are based on any phrases that do communicate meaning.

Irrelevant material that has been included in an otherwise relevant answer does not score for Communication or for Verbs. Communication marks and Verb marks are awarded for the relevant parts of the answer only. The mark for Other Linguistic Features is based on the whole answer.