
ITALIAN

0535/04

Paper 4 Writing

For Examination from 2015

SPECIMEN MARK SCHEME

1 hour

MAXIMUM MARK: 50

The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **13** printed pages and **1** blank page.

SECTION 1

Question 1

Candidates are required to list 8 items in Italian. Read all the items the candidate has listed and award marks as follows:

- **Select the most correct items up to a maximum of 5**
- **Award 1 mark for each correct item up to a maximum of 5**

NB the pictures provided on the question paper are only suggestions. Accept anything the candidate could see at the beach.

Generic mark scheme for Question 1

- Answers should be marked for communication. Tolerate inaccuracies, provided the message is clear:
 - (a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
 - (b) Look-alike test: does what the candidate has written look like the correct answer?
 - (c) Ignore any article.

Session-specific instructions for Question 1: quello che si vede in spiaggia

- The following are examples. Accept anything the candidate could see at the beach.

ACCEPT	
acqua	occhiali da sole
amici	ombrello
asciugamano	orologio
bar	palla
barca	pallone
bibita	pane
bicicletta	panino
bikini	pantaloncini
birra	pantaloni
borsa	penna
cane	pesce
cappello	pizza
cappotto	portafoglio
caramelle	racchetta
cartolina	radio
cellulare	rivista
chitarra	sabbia
computer (portatile)	sandali
crema solare	sapone
crema doposole	sedia (a sdraio)
frutta	shampoo
gelato	soldi
giacca	sole

giocattoli	spazzola (per capelli)
giochi	telefonino
giornale	tramezzino
lettore mp3	vestiti
libro	windsurf(ing)
limonata	yogurt
macchina fotografica	zaino
maglia	zanzara
maglione	+ additional clothes, food etc
mare	

Total for Question 1: 5 marks

Question 2

Candidates are required to answer the question. Read the whole answer and award marks as follows:

- **Communication:** award a mark out of 10, according to the instructions in 2.1
- **Language:** award a mark out of 5, according to the instructions in 2.2

2.1: award a mark out of 10 for Communication**Generic mark scheme for Communication (Question 2)**

- (i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point.
- (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 4 tasks must be covered to get the 10 communication marks:
- If 1 of the tasks is missing, the maximum communication mark is 9.
 - If 2 of the tasks are missing, the maximum communication mark is 8 (and so on).
- (iii) Add up the ticks to give a mark out of 10 for Communication.
- (iv) For COMMUNICATION, be tolerant of verbs/tenses/spelling (for spelling, use 'rules' in Question 1: look alike, sound alike, etc).
- (v) LISTS = 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.
- (vi) Only reward each piece of information once.
- (vii) Do not penalise factual errors.

Total marks for Communication: 10

Session-specific instructions for Communication marks (Question 2): *lo sport e la salute*

Tick	Accept
1	Quali attività fai per tenerti in forma? REWARD: any activities: e.g. sports, inactivity, place where sports are practised (e.g. <i>vado in palestra</i>)
2	Che cosa mangi? REWARD: any food/drink that the candidate consumes
3	Che cosa non mangi? REWARD: any food/drink that the candidate does not consume
4	Quale sport ti piacerebbe provare? Perché? REWARD: any sport other than that mentioned in response to (i) ACCEPT: 'I don't know' REWARD: reason why, even if it is not clear which sport the candidate would like to try

2.2: award a mark out of 5 for Language**Generic mark scheme for Language (Question 2):**

- Award a mark out of 5 for Language, according to the Grade descriptors in the table below (see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)):

Grade descriptors for Language (Question 2)

5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherently. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.
4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.
3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). 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.

Total marks for Language: 5**Total for Question 2: 15 marks**

SECTION 2

Question 3

Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:

- **Communication:** award a mark out of 10, according to the instructions in 3.1
- **Language:** award a mark out of 8 for Verbs, according to the instructions in 3.2
award a mark out of 12 for Other linguistic features, according to the instructions in 3.3.

3.1 – award a mark out of 10 for Communication

Generic mark scheme for Communication (Question 3):

- (i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.
- (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.

2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc) are tolerated.
1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.
0 ticks	Nothing of worth communicated.

- (iii) Add up the ticks to give a mark out of 10 for Communication.

Total marks for Communication: 10

Generic guidance on awarding ticks for Communication

Example 1: *Descrivi una giornata che hai passato a fare dello shopping*

Candidate's response	Ticks for Communication	Reason for mark
<i>Si hai passato a fare lo shopping</i>	0	Nothing of worth communicated.
<i>Sono andare in centro per fare dello shopping</i>	1	Some meaning conveyed – use of 'andare' makes message ambiguous.
<i>Sono andato in centro per fare dello shopping</i>	2	Message clearly communicated.

Example 2: *Dove e con chi hai fatto dello shopping?*

Candidate's response	Ticks for Communication	Reason for mark
<i>Con chi io hai fatto shopping</i>	0	Nothing of worth communicated.
<i>Ho fatto dello shopping in centro</i>	1	Some meaning is conveyed but the message is incomplete.
<i>Ho fatto dello shopping in centro con il mio amico</i>	2	Message clearly communicated.

Session-specific instructions for Communication marks (Question 3):

Place up to 2 'numbered' ticks as close as possible to each relevant communication point:

2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc) are tolerated.
1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.
0 ticks	Nothing of worth communicated.

- Question 3(a): letter to a friend re a visit to a zoo**

Tick	Accept	Mark
1	What the candidate did with friend(s) Insist on past tense Allow <i>noi</i> as subject with no mention of friend(s) Allow <i>io</i> + activity with <i>con</i> + name(s) (of friend(s)) Allow <i>siamo andati a uno zoo/London Zoo</i> for 'what we did' Copying <i>con i tuoi amici</i> does not invalidate the task	2
2	Second communication mark to be awarded for extra detail on: What the candidate did with friend(s) Insist on past tense Allow <i>noi</i> as subject with no mention of friend(s) Allow <i>io</i> + activity with <i>con</i> + name(s) (of friend(s)) Allow <i>siamo andati a uno zoo/London Zoo</i> for 'what we did' Copying <i>con i tuoi amici</i> does not invalidate the task	2
3	Whether candidate prefers outings with friend(s) or family Insist on <i>preferisco</i> or equivalent	2
4	Why the candidate prefers outings with friend(s)/family Allow anything sensible The reason can be expressed in a number of tenses Reward a reason, even if it is not clear who the candidate prefers to go on outings with	2
5	What candidate would like to do (with friend(s)) next weekend <i>Il fine settimana (prossimo) vorrei/voglio</i> + infinitive is obviously ok (do not insist on 'with friend(s)') Allow for communication a simple future, e.g. <i>andremo al cinema il fine settimana (prossimo)</i> Allow a present + <i>il fine settimana (prossimo)</i> , e.g. <i>il fine settimana (prossimo) andiamo al cinema</i> Allow <i>il fine settimana prossimo abbiamo deciso di...</i>	2

• **Question 3(b): shopping and fashion**

Tick	Accept	Mark
1	Description of a day the candidate spent shopping Insist on past tense Allow <i>io</i> or <i>noi</i> as subject	2
2	Second communication mark to be awarded for extra detail on: Description of a day the candidate spent shopping Insist on past tense Allow <i>io</i> or <i>noi</i> as subject	2
3	Negative aspects of designer clothes Allow anything sensible	2
4	Positive aspects of designer clothes Allow anything sensible	2
5	What the candidate would like to wear if s/he had lots of money <i>Se avessi molti soldi, mi piacerebbe portare / comprerei / porterei</i> + clothes (allow future for communication)	2

• **Question 3(c): first day of new school**

Tick	Accept	Mark
1	Description of the classes Insist on past tense Reward any sensible description of the classes/lessons/a class/a lesson	2
2	Description of the lunchbreak Insist on past tense Reward any sensible description of what the candidate did during lunch break / what happened at lunchtime	2
3	Third communication mark to be awarded for extra detail relating to either of first two bullet points in the question. Insist on past tense Reward anything sensible	2
4	Impressions of new school Expect opinions/emotions Do not insist on past tenses. Allow <i>ero / sono stato / le mie impressioni erano / la nuova scuola è ...</i>	2
5	Fifth communication mark to be awarded for extra detail on: Impressions of new school Expect opinions/emotions Do not insist on past tenses. Allow <i>ero / sono stato / le mie impressioni erano / la nuova scuola è ...</i>	2

3.2 – award a mark out of 8 for Accurate use of verbs

Generic mark scheme for Accurate use of verbs (Question 3):

- (i) Place a tick above the **first** occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below).
 (ii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.

Conversion table for Accurate use of verbs (Question 3)

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

Total marks for Accurate use of verbs: 8

- How to award ticks for Accurate use of verbs (Question 3):
 - both subject and verb must be correct for the verb to score a tick
 - verb must be in the appropriate tense to score a tick
 - accents on verbs must be correct in order for a tick to be awarded
 - do not tick verbs contained in the 'letter etiquette': appropriate beginnings and endings to letters are considered for reward under Other linguistic features.

(a) Subject (noun or pronoun) + any finite verb

Tick	No tick	Note
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

Use of gerund

Tick	No tick	Note
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 (✓)		

With direct and indirect object pronouns

Tick	No tick	Note
L'ho visto (✓)		

Reflexive/passive

Tick	No tick	Note
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 (✓)		

With "ci" and "ne"

Tick	No tick	Note
Ci vado (✓)		
Ne compriamo (✓)		

Impersonal si

Tick	No tick	Note
Si può (✓)		
Si parla italiano (✓)		

Impersonal

E` interessante (✓)		
Bisogna (✓)		

With negative

Tick	No tick	Note
Non mangiano (✓)		

Sequence of tenses

Tick	No tick	Note
Se avessi (✓) la possibilità vorrei (✓)	Se avevo (<i>no tick</i>) la possibilità vorrei (✓)	If sequence is incorrect, both verbs cannot be rewarded

Single auxiliary with multiple past participles

Tick	No tick	Note
Abbiamo cantato e ballato (✓) (✓)		Abbiamo cantato = tick 1; Abbiamo ballato = tick 2

Correct verb within meaningless statement

Tick	No tick	Note
Il cammino è (✓) lungo	Il cammino è (<i>no tick</i>) intelligente	do not reward correct verb in a meaningless statement

(b) Imperative

Tick	Note
Vieni! (✓)	
Sedetevi! (✓)	

(c) Interrogative

Tick	No tick	Note
Vieni? (✓) / Vieni. (✓)	question mark not required for mark to be awarded	
Come va(?) (✓)		

(d) Infinitive

Tick	No tick	Note
Voglio (✓) uscire (✓)		
Non voglia (<i>no tick</i>) uscire (✓)		
Voglio (✓) uscire (<i>no tick</i>)		
Ho deciso (✓) di uscire (✓)		

(e) Participle (past or present)

Tick	No tick	Note
(Una volta) chiusa la porta (✓)		

(f) Reward only the first occurrence of a verb, e.g.

- Mi piace (✓) il calcio. Mi piace (*no tick*) anche il tennis
- Mi piace (✓) il calcio. Non mi piace (*no tick*) il tennis

However,

- Io preferisco (✓) il calcio e mio fratello preferisce (✓) il tennis – two different persons of the verb
- Mio fratello preferisce (✓) il calcio e mia sorella preferisce (*no tick*) il tennis – both third person usage

3.3 – award a mark out of 12 for Other linguistic features**Generic mark scheme for Other linguistic features (Question 3):**

- (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* (last page of mark scheme)):

Grade descriptors for Other linguistic features (Question 3)

11–12	<ul style="list-style-type: none"> • Uses a wide range of structures effectively; produces longer, fluent sentences with ease. • Highly accurate at this level, though not necessarily faultless. • Makes effective use of a wide range of vocabulary fully appropriate to the task.
9–10	<ul style="list-style-type: none"> • Attempts a range of structures with a good degree of success. • More complex language usually error-free. • Uses a variety of relevant vocabulary at this level.
7–8	<ul style="list-style-type: none"> • In control of simple structures. Varied success with more complex structures. • Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted. • Has sufficient vocabulary to add some interest to the writing.
5–6	<ul style="list-style-type: none"> • Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task.
3–4	<ul style="list-style-type: none"> • Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary.
1–2	<ul style="list-style-type: none"> • A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
0	<ul style="list-style-type: none"> • One or two disjointed words or short phrases may be recognisable.

- (ii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:
- Adjectives, including possessives and demonstratives. Also comparatives and superlatives
 - Object pronouns (*mi ha detto*) and 'strong' pronouns (*da noi* etc)
 - Negatives
 - A variety of prepositions and adverbs
 - Expressions of quantity
 - Linking words (e.g. *comunque, siccome, perciò*) and conjunctions other than *e*
 - Subordinate clauses, including *perché* and *che* (relative pronouns). Indirect or reported speech (*ha detto che, credo che*). Time clauses with *quando, mentre* etc and *se* (= if)
 - Appropriate use of *politesse* in the letter.

Total mark for Other linguistic features: 12

Total for Question 3: 30 marks

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 the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. These are extremely rare. The genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your Team Leader.

When part of an answer is clearly irrelevant, highlight it and do not consider it when deciding on the Language mark. (e.g. Highlight, and do not consider for Language, an introduction to a question consisting of an unwanted self portrait on the lines of: *Ciao, mi chiamo X. Ho 16 anni. Abito a Y* or letter etiquette where a letter is not required.)

