

MARK SCHEME for the May/June 2014 series

0535 ITALIAN

0535/02

Paper 2 (Reading and Directed Writing),
maximum raw mark 65

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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1 General Marking Notes

2 General Marking Principles

2.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 3. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with your Team Leader if necessary (or with your Product Manager if you are a single Examiner), and award marks accordingly.

The following marking principles underpin the detailed instructions provided in Section 3 of the Mark Scheme. **Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme.**

2.2 Crossing out:

- (a) 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) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

2.3 Reading tasks: more than the stipulated number of boxes ticked/crossed by the candidate:

- (a) If more than one attempt is visible, but the candidate has clearly indicated which attempt is his/her final answer (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.
- (b) If two attempts are visible (e.g. two boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
- (c) In questions where candidates are required to tick a number of boxes (e.g. tick the 6 true statements) the general rule to be applied is as follows: the number of 'extra' answers indicated by the candidate is deducted from the number of correct answers and the remaining number is the mark awarded, e.g. the candidate is required to tick 6 true statements, but instead ticks 8 statements. 5 of the 6 ticks are correctly placed, but 2 of the ticks are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2). Therefore the candidate is awarded a mark of 3.

$$\begin{array}{r}
 5 \text{ number of correct ticks} \\
 -2 \text{ minus number of extra ticks} \\
 = 3
 \end{array}$$

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- (d) Answers in pen do not take precedent over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks two, one in pen and the other in pencil, the mark cannot be awarded unless there is some explicit indication from the candidate as to which is his/her final answer.

2.4 Reading tasks: for questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

Both correct answers on line 1 and line 2 blank = 2
 Both correct answers on line 1 and line 2 wrong = 1
 (or vice-versa)

2.5 Reading tasks: answers requiring the use of Italian (rather than a non-verbal response) 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) Accept incorrect gender or person unless Mark Scheme specifies otherwise.
- (d) Accept incorrect possessive adjectives e.g. *mio*, *tuo*, *suo*, unless Mark Scheme specifies otherwise (in general, Section 2 accept, Section 3 consult Mark Scheme carefully).

2.6 Unless the Mark Scheme specifies otherwise, **do not accept incorrect Italian if the word given means something else in Italian.** (Incorrect Italian which constitutes a word in any language other than Italian is marked (i) on the basis of whether it is accepted or refused in the Mark Scheme and (ii) if not mentioned in the Mark Scheme, on the basis of 2.5 above).

2.7 Annotation used in the Mark Scheme:

- (a) INV = Invalidation and is used when additional material included by the candidate is judged to invalidate an otherwise correct answer thus preventing him/her from scoring the mark (INV = 0).
- (b) tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
- (c) HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
- (d) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

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2.8 No response and '0' marks

There is a NR (No Response) option in **scoris**.

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.

2.9 Extra material: Section 2, Exercise 1

In **Section 2, Exercise 1**, reward the candidate for being able to locate the answer in the passage. Do not worry about lifting unless a lift is specifically rejected in the Mark Scheme.

Unless the Mark Scheme states otherwise, ignore extra material given in an answer.

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2.10 Extra material: Section 3

In **Section 3** it is the candidate's responsibility to answer questions in such a way as to demonstrate to the Examiner that s/he has understood the texts/questions. Where candidates introduce extra, irrelevant material to an otherwise correct answer the danger is that the Examiner is being forced to 'choose' the correct answer and s/he cannot be certain that the candidate has shown understanding. Where the Examiner is put in this position the mark cannot be awarded.

In **Section 3**, look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme (Section (3)) provides specific guidance but in cases not covered, the following general rules apply:

(a)	Extra material, mentioned in the Mark Scheme, which reinforces the correct answer or in itself constitutes an alternative correct answer:	this is acceptable and is not penalised
(b)	Extra material which constitutes an alternative answer, but which is not explicitly mentioned in the Mark Scheme:	the Examiner needs to decide, by consulting the text and the Team Leader if necessary whether the alternative answer constitutes: (i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded (ii) or an answer which on its own would be refused, in which case this falls into category (c) and the answer should be refused
(c)	Extra material which constitutes an alternative answer specifically refused in the Mark Scheme:	this puts the Examiner in the position of having to 'choose' which is the candidate's 'final' answer – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(d)	Extra material which distorts or contradicts the correct answer:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(e)	Extra material introduced by the candidate and which does not feature in the text:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded. It can sometimes be difficult to draw the line between what is a deduction made by an able candidate on the basis of what they have read and pure guesswork. Therefore where an answer of this sort occurs which is not covered in the Mark Scheme, Examiners should consult their Team Leader

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3 Detailed Mark Scheme

Prima parte

Esercizio 1 Domande 1–5 1 D [1] 2 B [1] 3 C [1] 4 B [1] 5 A [1]	[Total: 5]
Esercizio 2 Domande 6–10 6 C [1] 7 B [1] 8 D [1] 9 A [1] 10 F [1]	[Total: 5]
Esercizio 3 Domande 11–15 11 C [1] 12 B [1] 13 A [1] 14 A [1] 15 C [1]	[Total: 5]

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Esercizio 4 Domanda 16

COMMUNICATION: 1 mark per item up to a maximum of 3

APPROPRIATENESS OF LANGUAGE: 0, 1 or 2 marks according to grid

- Mark answers written in note form (e.g. where candidates answer ALL the questions but ignore the instruction to frame their answer as a message) as follows:
(a) *gatto* (b) *gelato* (c) *discoteca* = 1 for COMMUNICATION and 0 for APPROPRIATENESS
- Mark answers not written in the space provided exactly as those written in the correct space:
hai un gatto; *ti piace* mangiare il gelato; *vai* alla discoteca = 2 for COMMUNICATION (candidate loses mark for first “tú” but not for repeated error) and 0 for APPROPRIATENESS

Communication

ACCEPT FOR COMMUNICATION ACCEPT ANY TENSE Spelling: use rules in 2.5, look alike, sound alike, etc.		REFUSE
(a) QUALE ANIMALE DOMESTICO HAI [1] Accept <i>ho / abbiamo + un gatto</i> IGNORE: article or lack of before “gatto”, e.g. <i>ho gatto</i> = 1		any other animal
(b) CHE COSA TI PIACE MANGIARE [1] Accept <i>mi piace (mangiare) il gelato</i>		any other food
(c) DOVE VAI STASERA [1] Accept <i>vado/andiamo/andrò/andremo + in discoteca / a ballare</i> IGNORE: article or lack of before “discoteca” or “ballare”, e.g. <i>vado discoteca</i> = 1, <i>vado ballare</i> = 1		any other activity ALLOW “festa” only if “musica” is also mentioned
Appropriateness of language NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language.		For LANGUAGE, consider only the parts of the candidate’s work for which you award a communication mark: <i>lo avere un gatto. Mi piace mangiare il pesce. lo andare in discoteca</i> = 2 for comm. + 0 for lang. For LANGUAGE accept any verb tense/ form as long as the sequence follows a logical fashion.
2	For the award of 2 marks, 2 verbs must be in appropriate tenses / forms. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	
1	There is some appropriate usage to reward. For the award of 1 mark, 1 verb must be in an appropriate tense.	
0	There are no examples of appropriate usage to reward. Where 0 awarded for Communication, 0 marks awarded for language.	

[Total : 5]

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Seconda parte

Esercizio 1 Domande 17–26

- In this exercise, reward the candidate for being able to locate the answer in the passage.
- **IGNORE EXTRA MATERIAL** (whether Italian is accurate or inaccurate)
- **Accept lifting is unless it is specifically refused in the Mark Scheme.**
- **READ SECTION 2: GENERAL MARKING PRINCIPLES, IN PARTICULAR 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9**
- **Accept *mio, tuo, suo* etc and *lei* throughout for Tommaso, and *lui* throughout for la signora**

ACCEPT	REFUSE
17 sabato (scorso) / quando andava alla lezione di chitarra [1]	
18 camminava dietro ad una signora (anziana) [1]	c'era una signora anziana (to gain the mark, candidate must mention that he was behind the woman/she was in front of him)
19 preso / rubato la borsa [1]	
20 aveva (molta) paura (allow "spaventata") [1]	la signora è caduta per terra
21 (bottiglia di) acqua (allow "le ha dato da bere") [1]	
22 chiamare la polizia [1]	
23 ha raccontato tutto (quello che aveva visto) [1]	
24 (per un) controllo (medico) [1]	perché è caduta per terra
25 triste [1]	aveva paura
26 gli ha dato una lezione gratuita (per aver aiutato la signora) [1]	

[Total : 10]

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Esercizio 2 Domanda 27: la tua scuola

- **COMMUNICATION:** 1 mark per item up to a maximum of 10
- **ACCURACY:** up to 5 marks according to banded mark scheme

IGNORE TITLES, LETTER HEADINGS AND ENDINGS FOR COMMUNICATION AND ACCURACY

Communication : FOR COMMUNICATION BE TOLERANT OF VERBS / TENSES / SPELLING

- Award marks flexibly across the tasks. **HOWEVER**, each of the 4 tasks, (a), (b), (c), (d) must be covered to get the 10 communication marks.
If (a) or (b) or (c) or (d) is missing, the maximum communication mark is 9.
If 2 of (a) or (b) or (c) or (d) are missing, the maximum communication mark is 8.
- **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
Studio francese, spagnolo e storia = 1 mark (1 verb = a list of 3)
- **ONLY REWARD EACH ELEMENT ONCE**

ACCEPT (USE NUMBERED TICKS)	REFUSE
(a) Descrivi la tua scuola. REWARD: description of the school (any detail), e.g. è grande	
(b) Racconta quello che hai fatto a scuola ieri REWARD: what the candidate did yesterday at school, e.g. ho studiato francese	
(c) Qual è la tua materia preferita? Perché REWARD: which subject the candidate likes most at school and/or why, e.g. mi piace la matematica / la matematica è interessante	
(d) Che cosa non ti piace della tua scuola? Perché? REWARD: what the candidate does not like about school and/or why, e.g. non mi piace la divisa / la divisa è brutta	

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Accuracy

5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. 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 recognisable. Very simple sentence structure.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
0	Nothing accurate enough to be comprehensible.

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Terza parte

Look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme (Section (3)) provides specific guidance but in cases not covered, see General Marking Principles, Section 2.10.

Esercizio 1 Domande 28–33

1 Mark per question for True or False

1 Mark for correcting False statement (28, 30, 32, 33)

First award marks for the True/False element and then award marks for the justification of the False statements:

(a) **True/False element:** all 6 statements appear on screen. Enter marks as appropriate for correct identification of each statement as True or False.

- If neither True nor False is 'crossed' for a question, enter N/R (no response).
- If both True and False are 'crossed' (and there is no clarification of candidate's 'final' answer), enter 0.

(b) **Justification for False statements:** only the 4 False statements appear on screen.

- If candidate has 'crossed' False, mark justification and enter mark
- If True is 'crossed', award N/R (or 0 if justification IS provided – do NOT reward justification if candidate has 'crossed' True)
- If True and False are both 'crossed' (and there is no clarification of candidate's 'final' answer), award 0 (ignore any justification) (if no justification provided, award N/R)
- If neither True nor False is 'crossed', mark justification and enter mark (no mark awarded for True/False element)

FOR ANSWERS NOT COVERED BY MARK SCHEME, ANNOTATION TOOL MAY BE USED, e.g. INV or BOD

READ SECTION 2: GENERAL MARKING PRINCIPLES, IN PARTICULAR 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.10

	VERO	FALSO	
28	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
29	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]
30	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
31	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]
32	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
33	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]

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ACCEPT: CHECK FALSO IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
28 (Massimo ha cominciato a correre all'età di) diciotto anni / (Massimo ha cominciato a correre) a diciotto anni [1]	
30 (il navigatore) deve motivare (il pilota) (allow "aiuta a motivare" and "motiva") [1]	
32 l'importante è fare del proprio meglio [1]	
33 è uno sport molto difficile / questo sport costa molto / bisogna amare la velocità / bisogna non avere paura [1]	è uno sport che tutti possono fare difficilmente

[Total : 10]

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Esercizio 2 Domande 34–41

READ Section 2 of the Mark Scheme: General Marking Principles, IN PARTICULAR 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10	
ACCEPT	REFUSE
34 in/con una familia (peruviana) [1] (una mamma, papa e loro tre figli)	
35 la madre (della famiglia le) ha preparato una cena (speciale e una torta al cioccolato) / la madre ha preparato una cena speciale / la madre ha preparato una torta al cioccolato [1] allow “le ha / hanno preparato una cena / una torta” / “ha / hanno preparato una cena / torta per Irene”	ha preparato (una cena / una torte etc.)
36 (i) (hanno dato) lezioni d’inglese / hanno insegnato inglese [1]	
(ii) (hanno) aiutato gli insegnanti (locali) [1]	è molto importante saper lavorare in gruppo (no reward if this is mentioned as part of the answer)
37 bisogna lavorare molto [1]	
38 è più facile risolvere difficoltà (linguistiche) [1]	
39 ANY 2 of 4: [2] (hanno fatto) una gita al Lago Titicaca (hanno fatto) una gita in barca (hanno organizzato) feste (sono usciti per andare al) ristorante	
40 vuole essere insegnante [1]	reject “ha imparato tantissimo” / “quest’esperienza in Perù è stata molto utile” if no mention of wanting to be a teacher in the future
41 (ha una gran) voglia di ripetere quest’esperienza / (sta già) pensando di tornare (il prossimo anno)	ha imparato tantissimo

[Total : 10]