



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**ITALIAN**

**0535/04**

Paper 4 Writing

**For examination from 2017**

MARK SCHEME

Maximum Mark: 50

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**Specimen**

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

This document consists of **23** printed pages and **1** blank page.



**1 General Marking Principles****1.1 Crossing out:**

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

**1.2 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:**

- there is an indication from the candidate that other material should be considered
- the candidate has continued their answer outside the space provided
- there is no answer in the space provided.

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

- tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
- 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

**1.4 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.

**1.5 Optional questions:** you must mark all questions attempted by the candidate. Where a question has not been attempted then a 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, only the candidate's best result will be aggregated.

| Question          | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Marks |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>Question 1</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |
|                   | Candidates are required to list 8 items in Italian. Read all of the items that the candidate has listed and award marks as follows:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |
|                   | (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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |
|                   | (ii) On Question 1, award marks for items wherever the candidate has written them.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |
|                   | (iii) <b>If the candidate offers more than one word per line, award a mark for each acceptable item.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |
|                   | (iv) The pictures provided on the question paper are only suggestions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |
|                   | (v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |
|                   | (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. <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> |       |
|                   | (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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |
|                   | (viii) Refuse all nouns which are repeated and which do not have a separate meaning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |
|                   | (ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |

| Question    | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | Marks |                  |       |          |             |          |     |       |       |         |        |      |            |        |        |              |       |           |       |       |      |       |          |       |          |             |           |           |           |       |           |         |   |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------|------------------|-------|----------|-------------|----------|-----|-------|-------|---------|--------|------|------------|--------|--------|--------------|-------|-----------|-------|-------|------|-------|----------|-------|----------|-------------|-----------|-----------|-----------|-------|-----------|---------|---|
| 1           | <p><b>Sei in spiaggia. Che cosa vedi? Fai un elenco <u>in italiano</u> di <u>8</u> cose.</b></p> <table><tr><td>acqua</td><td>occhiali da sole</td></tr><tr><td>amici</td><td>ombrello</td></tr><tr><td>asciugamano</td><td>orologio</td></tr><tr><td>bar</td><td>palla</td></tr><tr><td>barca</td><td>pallone</td></tr><tr><td>bibita</td><td>pane</td></tr><tr><td>bicicletta</td><td>panino</td></tr><tr><td>bikini</td><td>pantaloncini</td></tr><tr><td>birra</td><td>pantaloni</td></tr><tr><td>borsa</td><td>penna</td></tr><tr><td>cane</td><td>pesce</td></tr><tr><td>cappello</td><td>pizza</td></tr><tr><td>cappotto</td><td>portafoglio</td></tr><tr><td>caramelle</td><td>racchetta</td></tr><tr><td>cartolina</td><td>radio</td></tr><tr><td>cellulare</td><td>rivista</td></tr></table> |  | 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 | 5 |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |       |                  |       |          |             |          |     |       |       |         |        |      |            |        |        |              |       |           |       |       |      |       |          |       |          |             |           |           |           |       |           |         |   |

| Question                      | Answer               |                                 | Marks |
|-------------------------------|----------------------|---------------------------------|-------|
| 1                             | 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                                                                                                                                                                                                                                                                                                                                                    | Answer | Marks |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------|
| <b>Question 2</b><br><br>Candidates are required to answer the question. Read the whole answer and award marks as follows: <ul style="list-style-type: none"> <li>• <b>Communication:</b> award a mark out of 10, according to the instructions in 2.1.</li> <li>• <b>Language:</b> award a mark out of 5, according to the instructions in 2.2.</li> </ul> |        |       |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Answer                       | Marks |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------|
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <i>Lo sport e la salute.</i> | 15    |
| <b>2.1: Award a mark out of 10 for Communication</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                              |       |
| <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. <b>HOWEVER</b>, each of the tasks must be covered to get the 10 communication marks:</p> <ul style="list-style-type: none"> <li>• If 1 of the tasks is <u>missing</u>, the maximum communication mark is 9.</li> <li>• If 2 of the tasks are <u>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> |                              |       |

| Question | Answer |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Marks |
|----------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
|          | Tick   | <p data-bbox="212 1727 252 1845"><b>Accept</b></p> <p data-bbox="264 1317 300 1845"><b>✓1 Quali attività fai per tenerti in forma?</b><br/><b>REWARD:</b> any activities: e.g. sports, inactivity, place where sports are practised (e.g. <i>vado in palestra</i>)</p> <p data-bbox="384 1585 419 1845"><b>✓2 Che cosa mangi?</b><br/><b>REWARD:</b> any food/drink that the candidate consumes</p> <p data-bbox="472 1525 507 1845"><b>✓3 Che cosa non mangi?</b><br/><b>REWARD:</b> any food/drink that the candidate does not consume</p> <p data-bbox="560 1220 595 1845"><b>✓4 Quale sport ti piacerebbe provare? Perché?</b><br/><b>REWARD:</b> any sport other than that mentioned in response to first bullet point<br/><b>ACCEPT:</b> 'I don't know'<br/><b>REWARD:</b> reason why, even if it is not clear which sport the candidate would like to try</p> |       |

| Question                                                                                                                                                                              | Answer                                                                                                                                                                                               | Marks                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>2.2: Award a mark out of 5 for Language</b>                                                                                                                                        |                                                                                                                                                                                                      |                                                                                                                         |
| 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> (last page of mark scheme)). |                                                                                                                                                                                                      |                                                                                                                         |
| <b>Grade descriptors for Language (Question 2)</b>                                                                                                                                    |                                                                                                                                                                                                      |                                                                                                                         |
| 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.                                                                                                                                    |                                                                                                                         |
| *Consider the whole answer when awarding mark for language                                                                                                                            |                                                                                                                                                                                                      |                                                                                                                         |
|                                                                                                                                                                                       |                                                                                                                                                                                                      | <b>Total for Communication: 10 marks</b><br><b>Total for Language: 5 marks</b><br><b>Total for Question 2: 15 marks</b> |

| Question                                                                                                                                                                                                                                                                                                                                 | Answer                                                                                                  | Marks |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------|
| <b>Question 3</b>                                                                                                                                                                                                                                                                                                                        |                                                                                                         |       |
| Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:                                                                                                                                                                                                                                       |                                                                                                         |       |
| <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> |                                                                                                         |       |
| <b>For question-specific guidance, see later in this mark scheme.</b>                                                                                                                                                                                                                                                                    |                                                                                                         |       |
| <b>3.1: Award a mark out of 10 for Communication</b>                                                                                                                                                                                                                                                                                     |                                                                                                         |       |
| (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 (in the body of the answer).                                                                                                                                    |                                                                                                         |       |
| <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.                                                                          |       |
| (iii) <b>Look for a verb (finite or infinitive) before awarding a mark for communication.</b>                                                                                                                                                                                                                                            |                                                                                                         |       |
| (iv) Add up the ticks to give a mark out of 10 for Communication.                                                                                                                                                                                                                                                                        |                                                                                                         |       |

| Question                                                                                                                                                                                                                                                                                                                                                         | Answer | Marks |                 |      |     |   |       |   |       |   |       |   |       |   |     |   |     |   |     |   |         |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------|-----------------|------|-----|---|-------|---|-------|---|-------|---|-------|---|-----|---|-----|---|-----|---|---------|---|
| <b>3.2: Award a mark out of 8 for accurate use of Verbs</b>                                                                                                                                                                                                                                                                                                      |        |       |                 |      |     |   |       |   |       |   |       |   |       |   |     |   |     |   |     |   |         |   |
| 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>                                                                                                                                                        |        |       |                 |      |     |   |       |   |       |   |       |   |       |   |     |   |     |   |     |   |         |   |
| (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).                                                                                                                                                                                                         |        |       |                 |      |     |   |       |   |       |   |       |   |       |   |     |   |     |   |     |   |         |   |
| (ii) Place the tick so that it does not obscure the accent.                                                                                                                                                                                                                                                                                                      |        |       |                 |      |     |   |       |   |       |   |       |   |       |   |     |   |     |   |     |   |         |   |
| (iii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.                                                                                                                                                                                                                                                                     |        |       |                 |      |     |   |       |   |       |   |       |   |       |   |     |   |     |   |     |   |         |   |
| <b>Conversion table for accurate use of Verbs (Question 3)</b>                                                                                                                                                                                                                                                                                                   |        |       |                 |      |     |   |       |   |       |   |       |   |       |   |     |   |     |   |     |   |         |   |
| <table><tr><th>Number of ticks</th><th>Mark</th></tr><tr><td>18+</td><td>8</td></tr><tr><td>16,17</td><td>7</td></tr><tr><td>14,15</td><td>6</td></tr><tr><td>12,13</td><td>5</td></tr><tr><td>10,11</td><td>4</td></tr><tr><td>8,9</td><td>3</td></tr><tr><td>6,7</td><td>2</td></tr><tr><td>4,5</td><td>1</td></tr><tr><td>0,1,2,3</td><td>0</td></tr></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 |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| How to award ticks for accurate use of Verbs (Question 3): |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |
| (a) Subject (noun or pronoun) + any finite verb            | <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 stare and gerund are awarded 1 tick   |       |
| Sbagliando (✓)                                  | Ero giocando ( <i>no tick</i> )                | Disallow gerund following essere                          |       |
| <b>With direct and indirect object pronouns</b> |                                                |                                                           |       |
| <b>Tick</b>                                     | <b>No tick</b>                                 | <b>Note</b>                                               |       |
| L'ho visto (✓)                                  |                                                |                                                           |       |
| <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 (✓)                         |                                                |                                                           |       |

| Question                                | Answer                                       |                                                                | Marks |
|-----------------------------------------|----------------------------------------------|----------------------------------------------------------------|-------|
| With “ci” and “ne”                      |                                              |                                                                |       |
| Tick                                    | No tick                                      | Note                                                           |       |
| Ci vado (✓)                             |                                              |                                                                |       |
| Ne compriamo (✓)                        |                                              |                                                                |       |
| Impersonal si                           |                                              |                                                                |       |
| Tick                                    | No tick                                      | Note                                                           |       |
| Si può (✓)                              |                                              |                                                                |       |
| Si parla italiano (✓)                   |                                              |                                                                |       |
| Impersonal                              |                                              |                                                                |       |
| Tick                                    | No tick                                      | Note                                                           |       |
| 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 (no tick) la possibilità vorrei (✓) | If sequence is incorrect, <b>both</b> verbs cannot be rewarded |       |

| Question                                        | Answer                                            |                                                       | Marks |
|-------------------------------------------------|---------------------------------------------------|-------------------------------------------------------|-------|
| Single auxiliary with multiple past participles |                                                   |                                                       |       |
| Tick                                            | No tick                                           | Note                                                  |       |
| Abbiamo cantato e ballato (✓) (✓)               |                                                   | Abbiamo cantato = tick 1;<br>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                                            | No tick                                           | Note                                                  |       |
| Vieni! (✓)                                      |                                                   |                                                       |       |
| Sedetevi! (✓)                                   |                                                   |                                                       |       |
| (c) Interrogative                               |                                                   |                                                       |       |
| Tick                                            | No tick                                           | Note                                                  |       |
| Vieni? (✓) / Vieni. (✓)                         | question mark not required for mark to be awarded |                                                       |       |
| Come va(?) (✓)                                  |                                                   |                                                       |       |

| Question                                                                                                                                                                                                                                                                     | Answer  |      | Marks |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------|-------|
| (d) Infinitive                                                                                                                                                                                                                                                               |         |      |       |
| Tick                                                                                                                                                                                                                                                                         | No tick | Note |       |
| Voglio (✓) uscire (✓)                                                                                                                                                                                                                                                        |         |      |       |
| Non voglia (no tick) uscire (✓)                                                                                                                                                                                                                                              |         |      |       |
| Voglio (✓) uscire (no tick)                                                                                                                                                                                                                                                  |         |      |       |
| 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.                                                                                                                                                                                                                         |         |      |       |
| <ul style="list-style-type: none"><li>Mi piace (✓) il calcio. Mi piace (no tick) anche il tennis</li><li>Mi piace (✓) il calcio. Non mi piace (no tick) il tennis</li></ul>                                                                                                  |         |      |       |
| However,                                                                                                                                                                                                                                                                     |         |      |       |
| <ul style="list-style-type: none"><li>Io 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 (no tick) il tennis – both third person usage</li></ul> |         |      |       |

| Question                                                         | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Marks |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>3.3: Award a mark out of 12 for Other linguistic features</b> | <p>(i) Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see <i>Note on using mark schemes with Grade descriptors</i> (Appendix I)).</p> <p>(ii) 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 <b>e</b></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>politeness</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>                                                                                                                                                                                                         |       |
| <sup>^^</sup> subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.                                      |                                                                                                                                                                                                                                                                                                                               |       |
| *spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.                                                                  |                                                                                                                                                                                                                                                                                                                               |       |
| <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> |                                                                                                                                                                                                                                                                                                                               |       |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Marks |        |      |    |                                                                                                                                                                                                                                                                                                                                                                        |   |    |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----|
| 3(a)     | <p><i>Una visita allo zoo. La settimana scorsa sei andato/andata allo zoo con i tuoi amici. Scrivi una lettera a un amico italiano/un'amica italiana.</i></p> <p><b>3.1: Award a mark out of 10 for Communication – see generic guidance above.</b></p> <table border="1"> <thead> <tr> <th>Tick</th><th>Accept</th><th>Mark</th></tr> </thead> <tbody> <tr> <td>✓1</td><td> <p><b>What the candidate did with friend(s)</b></p> <p>Insist on past tense</p> <p>Allow <i>noi</i> as subject with no mention of friend(s)</p> <p>Allow <i>io</i> + activity with <i>con</i> + name(s) (of friend(s))</p> <p>Allow <i>siamo andati a uno zoo/London Zoo</i> for 'what we did'</p> <p>Copying <i>con i tuoi amici</i> does not invalidate the task</p> </td><td>2</td></tr> </tbody> </table> | Tick  | Accept | Mark | ✓1 | <p><b>What the candidate did with friend(s)</b></p> <p>Insist on past tense</p> <p>Allow <i>noi</i> as subject with no mention of friend(s)</p> <p>Allow <i>io</i> + activity with <i>con</i> + name(s) (of friend(s))</p> <p>Allow <i>siamo andati a uno zoo/London Zoo</i> for 'what we did'</p> <p>Copying <i>con i tuoi amici</i> does not invalidate the task</p> | 2 | 30 |
| Tick     | Accept                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Mark  |        |      |    |                                                                                                                                                                                                                                                                                                                                                                        |   |    |
| ✓1       | <p><b>What the candidate did with friend(s)</b></p> <p>Insist on past tense</p> <p>Allow <i>noi</i> as subject with no mention of friend(s)</p> <p>Allow <i>io</i> + activity with <i>con</i> + name(s) (of friend(s))</p> <p>Allow <i>siamo andati a uno zoo/London Zoo</i> for 'what we did'</p> <p>Copying <i>con i tuoi amici</i> does not invalidate the task</p>                                                                                                                                                                                                                                                                                                                                                                                                                     | 2     |        |      |    |                                                                                                                                                                                                                                                                                                                                                                        |   |    |

| Question                                                                                       | Answer |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Marks |
|------------------------------------------------------------------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 3(a)                                                                                           | Tick   | Accept                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Mark  |
|                                                                                                | ✓2     | <b>Second communication mark</b> to be awarded for extra detail on: <b>What the candidate did with friend(s)</b><br><br>Insist on past tense<br>Allow <i>noi</i> as subject with no mention of friend(s)<br>Allow <i>io</i> + activity with <i>con</i> + name(s) (of friend(s))<br>Allow <i>siamo andati a uno zoo/London Zoo</i> for 'what we did'<br>Copying <i>con i tuoi amici</i> does not invalidate the task                                                                         | 2     |
|                                                                                                | ✓3     | <b>Whether candidate prefers outings with friend(s) or family</b><br><br>Insist on <i>preferisco</i> or equivalent                                                                                                                                                                                                                                                                                                                                                                          | 2     |
|                                                                                                | ✓4     | <b>Why the candidate prefers outings with friend(s)/family</b><br><br>Allow anything sensible<br>The reason can be expressed in a number of tenses<br>Reward a reason, even if it is not clear who the candidate prefers to go on outings with                                                                                                                                                                                                                                              | 2     |
|                                                                                                | ✓5     | <b>What candidate would like to do (with friend(s)) next weekend</b><br><br><i>Il fine settimana (prossimo) vorrei/voglio</i> + infinitive is obviously ok (do not insist on 'with friend(s)')<br>Allow for communication a simple future, e.g. <i>andremo al cinema il fine settimana (prossimo)</i><br>Allow a present + <i>il fine settimana (prossimo)</i> , e.g. <i>il fine settimana (prossimo) andiamo al cinema</i><br>Allow <i>il fine settimana prossimo abbiamo deciso di...</i> | 2     |
| <b>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</b>      |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |
| <b>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</b> |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Marks |        |      |    |                                                                                                                              |   |    |                                                                                                                                                                                                  |   |    |                                                                        |   |    |                                                                        |   |    |                                                                                                                                                                                                     |   |    |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|------|----|------------------------------------------------------------------------------------------------------------------------------|---|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----|------------------------------------------------------------------------|---|----|------------------------------------------------------------------------|---|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----|
| 3(b)     | <p><b>Lo shopping e la moda.</b></p> <p><b>3.1: Award a mark out of 10 for Communication – see generic guidance above.</b></p> <table border="1"> <thead> <tr> <th>Tick</th><th>Accept</th><th>Mark</th></tr> </thead> <tbody> <tr> <td>✓1</td><td><b>Description of a day the candidate spent shopping</b><br/>Insist on past tense<br/>Allow <i>io</i> or <i>noi</i> as subject</td><td>2</td></tr> <tr> <td>✓2</td><td><b>Second communication mark</b> to be awarded for extra detail on: <b>Description of a day the candidate spent shopping</b><br/>Insist on past tense<br/>Allow <i>io</i> or <i>noi</i> as subject</td><td>2</td></tr> <tr> <td>✓3</td><td><b>Negative aspects of designer clothes</b><br/>Allow anything sensible</td><td>2</td></tr> <tr> <td>✓4</td><td><b>Positive aspects of designer clothes</b><br/>Allow anything sensible</td><td>2</td></tr> <tr> <td>✓5</td><td><b>What the candidate would like to wear if s/he had lots of money</b><br/><br/><i>Se avessi molti soldi, mi piacerebbe portare / comprerei / porterei + clothes (allow future for communication)</i></td><td>2</td></tr> </tbody> </table> <p><b>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</b></p> <p><b>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</b></p> | Tick  | Accept | Mark | ✓1 | <b>Description of a day the candidate spent shopping</b><br>Insist on past tense<br>Allow <i>io</i> or <i>noi</i> as subject | 2 | ✓2 | <b>Second communication mark</b> to be awarded for extra detail on: <b>Description of a day the candidate spent shopping</b><br>Insist on past tense<br>Allow <i>io</i> or <i>noi</i> as subject | 2 | ✓3 | <b>Negative aspects of designer clothes</b><br>Allow anything sensible | 2 | ✓4 | <b>Positive aspects of designer clothes</b><br>Allow anything sensible | 2 | ✓5 | <b>What the candidate would like to wear if s/he had lots of money</b><br><br><i>Se avessi molti soldi, mi piacerebbe portare / comprerei / porterei + clothes (allow future for communication)</i> | 2 | 30 |
| Tick     | Accept                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mark  |        |      |    |                                                                                                                              |   |    |                                                                                                                                                                                                  |   |    |                                                                        |   |    |                                                                        |   |    |                                                                                                                                                                                                     |   |    |
| ✓1       | <b>Description of a day the candidate spent shopping</b><br>Insist on past tense<br>Allow <i>io</i> or <i>noi</i> as subject                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2     |        |      |    |                                                                                                                              |   |    |                                                                                                                                                                                                  |   |    |                                                                        |   |    |                                                                        |   |    |                                                                                                                                                                                                     |   |    |
| ✓2       | <b>Second communication mark</b> to be awarded for extra detail on: <b>Description of a day the candidate spent shopping</b><br>Insist on past tense<br>Allow <i>io</i> or <i>noi</i> as subject                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2     |        |      |    |                                                                                                                              |   |    |                                                                                                                                                                                                  |   |    |                                                                        |   |    |                                                                        |   |    |                                                                                                                                                                                                     |   |    |
| ✓3       | <b>Negative aspects of designer clothes</b><br>Allow anything sensible                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2     |        |      |    |                                                                                                                              |   |    |                                                                                                                                                                                                  |   |    |                                                                        |   |    |                                                                        |   |    |                                                                                                                                                                                                     |   |    |
| ✓4       | <b>Positive aspects of designer clothes</b><br>Allow anything sensible                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2     |        |      |    |                                                                                                                              |   |    |                                                                                                                                                                                                  |   |    |                                                                        |   |    |                                                                        |   |    |                                                                                                                                                                                                     |   |    |
| ✓5       | <b>What the candidate would like to wear if s/he had lots of money</b><br><br><i>Se avessi molti soldi, mi piacerebbe portare / comprerei / porterei + clothes (allow future for communication)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2     |        |      |    |                                                                                                                              |   |    |                                                                                                                                                                                                  |   |    |                                                                        |   |    |                                                                        |   |    |                                                                                                                                                                                                     |   |    |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Marks |        |      |    |                                                                                                                                      |   |    |                                                                                                                                                                            |   |    |                                                                                                                                                                                   |   |    |                                                                                                                                                                                                     |   |    |                                                                                                                                                                                                                                                                        |   |    |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|------|----|--------------------------------------------------------------------------------------------------------------------------------------|---|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----|
| 3(c)     | <p><b>L'anno scorso hai cambiato scuola. Descrivi quello che è successo il primo giorno nella nuova scuola. Descrivi:</b></p> <p><b>3.1: Award a mark out of 10 for Communication – see generic guidance above.</b></p> <table border="1"> <thead> <tr> <th>Tick</th><th>Accept</th><th>Mark</th></tr> </thead> <tbody> <tr> <td>✓1</td><td> <b>Description of the classes</b><br/> Insist on past tense<br/> Reward any sensible description of the classes/lessons/a class/a lesson </td><td>2</td></tr> <tr> <td>✓2</td><td> <b>Description of the lunch break</b><br/> Insist on past tense<br/> Reward any sensible description of what the candidate did during lunch break / what happened at lunchtime </td><td>2</td></tr> <tr> <td>✓3</td><td> <b>Third communication mark</b> to be awarded for extra detail relating to either of first two bullet points in the question.<br/> Insist on past tense<br/> Reward anything sensible </td><td>2</td></tr> <tr> <td>✓4</td><td> <b>Impressions of new school</b><br/> Expect opinions/emotions<br/> Do not insist on past tenses. Allow <i>ero</i> / <i>sono stato</i> / <i>le mie impressioni erano</i> / <i>la nuova scuola è ...</i> </td><td>2</td></tr> <tr> <td>✓5</td><td> <b>Fifth communication mark</b> to be awarded for extra detail on: <b>Impressions of new school</b><br/> Expect opinions/emotions<br/> Do not insist on past tenses. Allow <i>ero</i> / <i>sono stato</i> / <i>le mie impressioni erano</i> / <i>la nuova scuola è ...</i> </td><td>2</td></tr> </tbody> </table> <p><b>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</b></p> <p><b>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</b></p> | Tick  | Accept | Mark | ✓1 | <b>Description of the classes</b><br>Insist on past tense<br>Reward any sensible description of the classes/lessons/a class/a lesson | 2 | ✓2 | <b>Description of the lunch break</b><br>Insist on past tense<br>Reward any sensible description of what the candidate did during lunch break / what happened at lunchtime | 2 | ✓3 | <b>Third communication mark</b> to be awarded for extra detail relating to either of first two bullet points in the question.<br>Insist on past tense<br>Reward anything sensible | 2 | ✓4 | <b>Impressions of new school</b><br>Expect opinions/emotions<br>Do not insist on past tenses. Allow <i>ero</i> / <i>sono stato</i> / <i>le mie impressioni erano</i> / <i>la nuova scuola è ...</i> | 2 | ✓5 | <b>Fifth communication mark</b> to be awarded for extra detail on: <b>Impressions of new school</b><br>Expect opinions/emotions<br>Do not insist on past tenses. Allow <i>ero</i> / <i>sono stato</i> / <i>le mie impressioni erano</i> / <i>la nuova scuola è ...</i> | 2 | 30 |
| Tick     | Accept                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Mark  |        |      |    |                                                                                                                                      |   |    |                                                                                                                                                                            |   |    |                                                                                                                                                                                   |   |    |                                                                                                                                                                                                     |   |    |                                                                                                                                                                                                                                                                        |   |    |
| ✓1       | <b>Description of the classes</b><br>Insist on past tense<br>Reward any sensible description of the classes/lessons/a class/a lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2     |        |      |    |                                                                                                                                      |   |    |                                                                                                                                                                            |   |    |                                                                                                                                                                                   |   |    |                                                                                                                                                                                                     |   |    |                                                                                                                                                                                                                                                                        |   |    |
| ✓2       | <b>Description of the lunch break</b><br>Insist on past tense<br>Reward any sensible description of what the candidate did during lunch break / what happened at lunchtime                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2     |        |      |    |                                                                                                                                      |   |    |                                                                                                                                                                            |   |    |                                                                                                                                                                                   |   |    |                                                                                                                                                                                                     |   |    |                                                                                                                                                                                                                                                                        |   |    |
| ✓3       | <b>Third communication mark</b> to be awarded for extra detail relating to either of first two bullet points in the question.<br>Insist on past tense<br>Reward anything sensible                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2     |        |      |    |                                                                                                                                      |   |    |                                                                                                                                                                            |   |    |                                                                                                                                                                                   |   |    |                                                                                                                                                                                                     |   |    |                                                                                                                                                                                                                                                                        |   |    |
| ✓4       | <b>Impressions of new school</b><br>Expect opinions/emotions<br>Do not insist on past tenses. Allow <i>ero</i> / <i>sono stato</i> / <i>le mie impressioni erano</i> / <i>la nuova scuola è ...</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2     |        |      |    |                                                                                                                                      |   |    |                                                                                                                                                                            |   |    |                                                                                                                                                                                   |   |    |                                                                                                                                                                                                     |   |    |                                                                                                                                                                                                                                                                        |   |    |
| ✓5       | <b>Fifth communication mark</b> to be awarded for extra detail on: <b>Impressions of new school</b><br>Expect opinions/emotions<br>Do not insist on past tenses. Allow <i>ero</i> / <i>sono stato</i> / <i>le mie impressioni erano</i> / <i>la nuova scuola è ...</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2     |        |      |    |                                                                                                                                      |   |    |                                                                                                                                                                            |   |    |                                                                                                                                                                                   |   |    |                                                                                                                                                                                                     |   |    |                                                                                                                                                                                                                                                                        |   |    |

**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 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. This is extremely rare.

A 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.

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