



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

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**ITALIAN**

**0535/04**

Paper 4 Writing

**May/June 2016**

**MARK SCHEME**

Maximum Mark: 50

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**Published**

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

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

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**[Turn over]**

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## 2 General Marking Principles

### 2.1 Crossing out:

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

2.2 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:

- (i) there is an indication from the candidate that other material should be considered
- (ii) the candidate has continued their answer outside the space provided
- (iii) there is no answer in the space provided

### 2.3 Annotation used in the Mark Scheme and/or Marking:

- (a) tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
- (b) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

### 2.4 No response and '0' marks

Award NR (No Response):

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (eg 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

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

2.5 **Optional questions:** you must mark all questions attempted by the candidate. Where a question has not been attempted then 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, scoris will automatically only aggregate the candidate's best result.

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### 3 Detailed Mark Scheme

#### SECTION 1

##### Question 1

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

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

NB the pictures provided on the question paper are only suggestions. Accept anything the candidate could see in the city centre.

##### *Generic mark scheme for Question 1*

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

##### *Session specific instructions for Question 1: quello che si vede in centro città*

- The following are examples. Accept anything the candidate could see in a city centre which is a recognisable public space, building or amenity.

ACCEPT	
Panificio / panettiere	Piazza
Cinema	Fontana
Supermercato	Statua
Mercato	Museo
Comune / Municipio	Hotel
Bar	Pensione
Parco	Bed & Breakfast
Piscina	Ristorante
Cinema	Trattoria
Ufficio Informazioni / Centro Informazioni	Pasticceria
Fermata degli autobus	Biblioteca
Stazione (del metro, dei treni, dei bus, delle corriere)	Pizzeria
Parcheggio	Edicola
Farmacia	Gioielleria

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Negozio / Negozi / Negozio di....	Pescheria
Ospedale	Tabaccheria
Libreria	Banca
La posta / Ufficio Postale	Biblioteca
Centro Commerciale	Università
Stadio	Scuola
Parucchiere	Teatro
Fruttivendolo	Autobus, tram (any public transport)
<b>REFUSE</b>	
Chiesa	
Centro	
Città	
Names of shops (Costa, Pizza Express, etc)	
Ponificio, bor or any similar instance of wrong vowel obscuring meaning	
Anything which is not a recognisable public space, building or amenity e.g. albero, sole, tavolo, acqua	

**[Total for Question 1: 5 marks]**

## Question 2

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

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

### 2.1: award a mark out of 10 for Communication

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**Generic mark scheme for Communication (Question 2)**

- (i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point.
- (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 4 tasks must be covered to get the 10 communication marks:
- If 1 of the tasks is missing, the maximum communication mark is 9.
  - If 2 of the tasks are missing, the maximum communication mark is 8 (and so on).
- (iii) Add up the ticks to give a mark out of 10 for Communication.

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- For **COMMUNICATION**, look for a verb (finite or infinitive) before awarding a mark. Lists without a verb will usually not score, see detailed mark scheme.

(iv) For COMMUNICATION, be tolerant of verbs/tenses/spelling (for spelling, use 'rules' in Question 1: look alike, sound alike, etc.).

(v) LISTS = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks

(vi) Only reward each piece of information once.

(vii) Do not penalise factual errors.

**Total marks for Communication: 10**

**Session specific instructions for Communication marks (Question 2): la tua famiglia**

	Accept	Refuse
<b>Tick 1</b>	Descrivi la tua famiglia <b>REWARD:</b> <ul style="list-style-type: none"> <li>• Any relevant factual detail or opinion about family</li> </ul>	
<b>Tick 2</b>	Che cosa ti piace fare con la tua famiglia? <b>REWARD:</b> <ul style="list-style-type: none"> <li>• Any reasonable activity (including at home) that candidate likes doing with family</li> </ul>	
<b>Tick 3</b>	Vai d'accordo con la tua famiglia? Perché? <b>REWARD:</b> <ul style="list-style-type: none"> <li>• Yes or no response (if verb included)</li> </ul> <b>ACCEPT:</b> <ul style="list-style-type: none"> <li>• Sometimes</li> </ul> <b>REWARD:</b> <ul style="list-style-type: none"> <li>• Any reasonable justification for (not) getting on with family member(s)</li> </ul>	
<b>Tick 4</b>	Che cosa farai quest'estate con la tua famiglia? <b>REWARD:</b> <ul style="list-style-type: none"> <li>• Any reasonable activity (including staying at home)</li> </ul>	

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**2.2: award a mark out of 5 for Language**

**Generic mark scheme for Language (Question 2):**

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

**Grade descriptors for Language (Question 2)**

<b>5</b>	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.
<b>4</b>	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.
<b>3</b>	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.
<b>2</b>	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
<b>1</b>	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
<b>0</b>	One or two disjointed words or short phrases may be recognisable.

**[Total marks for Language: 5]**

**[Total for Question 2: 15 marks]**

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## SECTION 2

### Question 3

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

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

### 3.1 – award a mark out of 10 for Communication

#### **Generic mark scheme for Communication (Question 3):**

Place up to 2 'numbered' ticks as close as possible to each relevant communication point (see tables below for details):

- (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 (see session-specific tables for further guidance).

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

\*in the appropriate time frame

\*\*irrespective of time frame, attempt at an appropriate verb is made, verb may be incorrect but recognisable

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

**[Total marks for Communication: 10]**

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### Generic guidance on awarding ticks for Communication

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

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

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

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

### 3 steps to award Communication marks:

- 1) Check against Communication task (table) > Has the task been attempted? (no attempt → no Comm. tick)
- 2) Find the best attempt at the task
- 3) In that task, is the message clear (2 ticks) or ambiguous/unclear (1 tick) or absent (0 ticks)? (see table above)

### Notes:

- verb must be in the correct time frame for award of two communication marks  
BUT tolerate inappropriate or inconsistent use of perfect / imperfect / passato remoto for past time frames  
AND accept present tense to express future time when a future context is apparent  
AND accept vorrei + infinitive to express future time
- verb must be formed correctly for two communication marks  
BUT tolerate minor non-grammatical misspellings / errors of accent  
AND tolerate missed agreements (eg when auxiliary is essere or when there is a PDOP) in compound tenses as long as past participle is formed correctly

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

**Question 3(a): letter to a friend re a party**

	<b>Accept</b>	<b>Mark</b>
Tick 1	<b>Why the candidate organised this party</b> Insist on past tense Allow <i>io</i> or <i>noi</i> as subject Allow anything suitable	<b>2</b>
Tick 2	<b>What candidate and friends did at the party</b> Insist on past tense Allow <i>io</i> or <i>noi</i> as subject Allow anything suitable	<b>2</b>
Tick 3	<b>Candidate's opinion about which parties he / she prefers</b> Allow anything sensible The opinion can be expressed in a number of tenses	<b>2</b>
Tick 4	<b>Reason for this preference</b> Allow anything sensible The opinion can be expressed in a number of tenses	<b>2</b>
Tick 5	<b>What candidate is going to do next time he / she goes to a party.</b> Allow anything sensible Tolerate use of present tense as long as future sense is clear.	<b>2</b>

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**Question 3(b): public transport**

	Accept	Mark
Tick 1	<b>Type of transport the candidate prefers and reason for this preference</b> Insist on present tense Allow anything suitable Allow <i>non ho un mezzo di trasporto preferito</i> or similar; accept <i>andare a piedi</i> Tick(s) awarded for justification not preference Reward for reason even if candidate has not declared a clear preference	2
Tick 2	<b>The last time candidate used public transport</b> Insist on past tense Allow anything sensible	2
Tick 3	<b>Opinion about this experience</b> Insist on past tense Allow anything sensible	2
Tick 4	<b>Opinion for or against cars and why</b> Allow anything suitable Tick(s) awarded for justification not preference Accept balanced responses but not contradictory ones	2
Tick 5	<b>Description of means of transport in the future</b> Allow anything sensible Insist on use of future tense or clear reference to future (e.g. <i>vorrei vedere ...</i> , <i>spero di poter ...</i> )	2

**Question 3(c): a trip that went badly**

	Accept	Mark
Tick 1	<b>Where candidate went</b> Insist on past tense Reward any sensible description	2
Tick 2	<b>Description of the problem</b> Insist on past tense Reward any sensible problem experienced either by candidate or by someone else	2
Tick 3	<b>Description of candidate's feelings</b> Insist on past tense Reward anything sensible	2
Tick 4	<b>What candidate did to resolve the problem</b> Insist on past tenses	2
Tick 5	<b>Opinion about this day</b> Expect opinions/emotions Do not insist on past tenses.	2

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

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

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

#### **Conversion table for Accurate use of verbs (Question 3)**

Number of ticks	Mark
18+	8
16,17	7
14,15	6
12,13	5
10,11	4
8,9	3
6,7	2
4,5	1
0,1,2,3	0

**[Total marks for Accurate use of verbs: 8]**

- **Awarding ticks for Accurate use of verbs (Question 3)**
  - **both subject and verb must be correct for the verb to score a tick**
    - **Subject (=subject noun or pronoun including article) + any finite verb**
    - **Disregard adjectives, relative clauses, qualifiers and modifiers when looking at the ‘subject’**
    - **In possessives, tolerate inclusion of definite article with singular family members**
    - **Inaccuracies in the use of accents are ignored except in the case of è and formation of future tenses**
    - **Do not tick verbs contained in the introduction of the story printed on the question paper or in the ‘letter etiquette’: appropriate beginnings and endings to letters are considered for reward under Other linguistic features.**
  - **verb must be in the appropriate tense to score a tick (see session-specific tables on tenses)**
  - Exception: with *piacere* consider agreement with subject, spelling and tense but tolerate spelling mistakes in subject/s
  - A second and subsequent correctly formed verb in the same clause which depends on the same incorrect subject can be credited

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

Tick	No tick	Note
Io sono (✓)		
Ho fatto (✓)		
Siamo andati (✓)	Siamo andato ( <i>no tick</i> )	insist on correct agreement
I professori sono simpatici (✓)	I professori sono simpatici ( <i>no tick</i> )	incorrect subject means tick cannot be awarded for verb
Me e la mia famiglia siamo andati (✓)	Me sono andato ( <i>no tick</i> )	Where more than one subject is present, a tick can be awarded for the verb as long as one of these is correct
Mi piacciono i spaghetti (✓)	Mi piaconno gli spaghetti ( <i>no tick</i> ) Mi piace gli spaghetti ( <i>no tick</i> )	with <i>piacere</i> consider agreement with subject, spelling and tense but tolerate spelling mistakes in subject/s

### Use of gerund

Tick	No tick	Note
Stavo andando (✓)		Continuous forms of <i>stare</i> and gerund are awarded 1 tick
	Ero giocando ( <i>no tick</i> )	Disallow gerund following <i>essere</i>
Sbagliando (✓)		

### With direct and indirect object pronouns

Tick	No tick	Note
L'ho visto (✓)		
Ho visto (✓) lo		Incorrect position of pronoun does not disqualify correct subject+verb unit

### Reflexive/passive

Tick	No tick	Note
Mi alzo (✓)	Alzomi ( <i>no tick</i> )	
Ci siamo alzati (✓)		
Mi lavo (✓) le mani	Mi lavo ( <i>no tick</i> ) la macchina	"lavare" should not be used reflexively in this statement
Siamo stati (✓) seguiti (✓)		Two ticks for passive: one for correct auxiliary, one for correct past participle
Siamo stati (✓) seguito ( <i>no tick</i> )		
Siamo stato ( <i>no tick</i> ) seguiti (✓)		

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### With “ci” and “ne”

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

### Impersonal *si*

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

### Impersonal

E' interessante (✓)		
Bisogna (✓)		

### With negative

Tick	No tick	Note
Non mangiano (✓)		

### Sequence of tenses

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

### Single auxiliary with multiple past participles

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

### Correct verb within meaningless statement

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

### Imperative

Tick	Note
Vieni! (✓)	
Sedetevi! (✓)	

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### Interrogative

Tick	Note
Vieni? (✓) / Vieni. (✓)	question mark not required for mark to be awarded
Come va (?) (✓)	

### Infinitive

Tick	No tick	Note
Voglio (✓) uscire (✓)		
Non voglia ( <i>no tick</i> ) uscire (✓)		
Voglio (✓) uscire ( <i>no tick</i> )		
Ho deciso (✓) di uscire (✓)		
Ho deciso (✓) uscire ( <i>no tick</i> )		
Fare (✓) sport è (✓) essenziale		
Facendo ( <i>no tick</i> ) sport è (✓) essenziale		Tolerate inaccuracy in infinitive verb used as subject for award of 'main' verb tick
A dire (✓) il vero		

### Participle (past or present)

Tick	Note
(Una volta) chiusa la porta (✓)	
Dopo aver (✓) fatto (✓)	
Detto (✓) questo	
Dato (✓) che	

### Reward only the first occurrence of a verb, e.g.

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

### However,

- Io preferisco (✓) il calcio e mio fratello preferisce (✓) il tennis – 2 different persons of the verb
- Mio fratello preferisce (✓) il calcio e mia sorella preferisce (*no tick*) il tennis – both third person usage

### Register

Reward Language if incorrect register (*tu*) is used as long as this is consistently done. (But note that incorrect register will be penalised under Other Linguistic Features.)

If candidates' register is inconsistent within the context, i.e. if they write an inappropriate mixture of *tu* and *Lei* within the same context, go with the most frequently used and only tick those for Language (if otherwise correct).

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### 3.3 – award a mark out of 12 for Other linguistic features

#### **Generic mark scheme for Other linguistic features (Question 3):**

- Award a mark out of 12 for Other linguistic features according to the Grade descriptors in the table below (please see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)):

#### **Grade descriptors for Other linguistic features (Question 3)**

11–12	<ul style="list-style-type: none"> <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.</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>

Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:

- Adjectives, including possessives and demonstratives. Also comparatives and superlatives
- Object pronouns (*mi ha detto*) and emphatic pronouns (*da noi* etc)
- Negatives
- A variety of prepositions and adverbs
- Expressions of quantity
- Linking words (eg *comunque, siccome, perciò*) and conjunctions other than *e*
- Subordinate clauses, including *perché* and *che* (relative pronouns). Indirect or reported speech (*ha detto che, credo che*). Time clauses with *quando, mentre* etc and *se* (= if)
- Appropriate use of register.

**[Total mark for Other linguistic features: 12]**

**[Total for Question 3: 30 marks]**

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### **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, you should use the following guidance:

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

### **Note on irrelevant material**

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

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

See 'Question 3: Dealing with irrelevance' flowchart for further guidance.