ITALIAN (SHORT COURSE)   **1346/02**

Paper 2 Listening, Reading and Writing   **May/June 2018**

MARK SCHEME

Maximum Mark: 90

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.

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

Cambridge International is publishing the mark schemes for the May/June 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **8** printed pages.

Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

Question	Answer	Marks	Not Allowed Responses
Part 1: Listening AO1			
Brano d'ascolto 1: **The correct answer should be <u>underlined</u> – there are no possible alternatives. If two words are underlined, no marks awarded.**			
1	liceo scientifico	**1**	
2	82. 000	**1**	
3	il flauto	**1**	
4	certificati	**1**	
5	violenza	**1**	

Question	Answer	Marks	Not Allowed Responses
Brano d'ascolto 2: **Full sentences are not required. The answers are marked positively and for communication. Minor errors are disregarded, as long as the communication of the information is not seriously affected. Correct alternative versions are accepted.**			
6	scrittori / giornalisti	**1**	
7	le difficoltà di essere gay (negli anni 70)	**1**	
8	con una (semplice) bibita (con ghiaccio) al bar // troppo vecchi per fare una grande festa / non volevano esagerare	**2**	
9	ha letto una sua lettera (in Lambda / un giornale)	**1**	
10	ha avuto un collasso	**1**	
11	quelli di Piergiorgio sono stati comprensivi / generosi // il padre di Marco è stato arrabbiato / ha urlato	**2**	
12	continua a ricevere (molte/centinaia di) lettere (da ragazzi giovani)	**1**	
13	10% / uno su dieci	**1**	

Question	Answer	Marks	Not Allowed Responses
Brano d'ascolto 3:			
Full sentences are not required. Candidates must answer in ENGLISH.			
14	10th birthday // present from <u>grandparents</u>	**2**	
15	mother had a passion for photography	**1**	
16	nothing / it was taken on her 10th birthday	**1**	
17	magazines // internet / relevant websites	**2**	
18	Facebook page // founded in collaboration with friend (Max)	**2**	
19	a sense of security / safety	**1**	
20	she is still at school *(or similar idea)* / she does it for fun / she doesn't consider it a job // she earns money from / works at events, parties, football matches)	**2**	
21	landscapes	**1**	
22	gives added contrast to lights and shadow / makes photo more dramatic	**1**	
23	right to exploit it // but shouldn't overdo it	**2**	

Question	Answer	Marks	Not Allowed Responses
Part 2: Reading AO1			
Testo di lettura 1			
24	C	**1**	
25	A	**1**	
26	B	**1**	
27	A	**1**	
28	B	**1**	

Question	Answer	Marks	Not Allowed Responses
Testo di lettura 2: **Full sentences are not required. The answers are marked positively and for communication. Minor errors are disregarded, as long as the communication of the information is not seriously affected. Correct alternative versions are accepted.**			
29	Ha (quasi) 100 anni / molto anziano // e sta usando un'app **/** sta imparando l'inglese	**2**	
30	perdono la memoria / diventano mentalmente pigri / le capacità diminuiscono (*or similar idea*)	**1**	
31	Si impara più <u>velocemente</u>	**1**	
32	Imparare in autonomia / da soli	**1**	in autonomia TC
33	Perché non è riuscito a gestire l'azienda (di suo suocero)	**1**	
34	<u>scrivere</u> (per TV e teatro)	**1**	
35	Per poter comunicare con la bambina del nipote	**1**	
36	Utile per la lingua parlata / si può ascoltare molte volte i suoni // ma non vuole imparare a scrivere	**2**	

Question	Answer	Marks	Not Allowed Responses
Testo di lettura 3:			
Full sentences are not required. Candidates must answer in ENGLISH.			
37	neighbours sharing household items	**1**	
38	tent // hammer // sewing machine // ice cream maker or bowl (2 of 4)	**2**	
39	facilitating // non-profit making // doesn't provide specific services / sell things (2 of 3)	**2**	
40	postage / cost of (sending) stickers/labels	**1**	
41	stickers // on post boxes	**2**	
42	people prepared to give access to their wi-fi	**1**	
43(a)	makes people feel good / improves neighbourly relations	**1**	
43(b)	reduces waste / refuse	**1**	
44	it is a website // it's not free	**2**	
45	7% – financial saving 20% – less waste	**2**	

Part III: Writing: AO1, AO2, AO3

Questions 46(a) or 46(b)

- **Content: 15 marks (5 marks: AO1, 10 marks: AO3)**
- **Quality of Language: 15 marks (AO2)**

Content

15	*Excellent*	Excellent response. Ideas and points very effectively organised, illustrated with relevant examples and developed. Wholly relevant and convincing.
12–14	*Very good*	Very good response. Ideas and arguments well sequenced, illustrated with relevant examples and developed with occasional minor omissions. Coherent discussion.
9–11	*Good*	Good response. Most or main points of question explored. Ideas and examples adequately sequenced, or developed unevenly or with some lapses.
6–8	*Adequate*	Satisfactory response. Some implications of question explored. Evidence of argument, patchy or unambitious sequencing. Some omissions and/or irrelevance.
3–5	*Basic*	Limited understanding of question. A few relevant points made. Rambling and/or repetitive.
1–2	*Poor*	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Unsubstantiated and undeveloped.
0		No relevant material presented.

Quality of Language

15	*Excellent*	Excellent range of vocabulary and complex structures. Very high and consistent level of accuracy, with few, mostly minor, errors.
12–14	*Very good*	Appropriate use of a wide range of vocabulary, complex sentence patterns and structures. Able to use idiom. Impression of fluency and sophistication. Very accurate grammar. Few errors.
9–11	*Good*	Good range of vocabulary, with a variety of complex sentence patterns, though with occasional lapses in correct usage. Impression of enterprising use of structures and little repetition. Good level of accuracy, over broad range of structures. Tenses and agreements generally reliable, but some lapses in more complex areas.
6–8	*Adequate*	Adequate range of vocabulary, but some repetition and occasional lexical error. Some complex sentence patterns appropriate to the task, but with variable success. Occasional native-language influence. Adequate level of accuracy but overall performance inconsistent. Familiar structures usually correct and some complex language attempted, but with variable success. Errors do not impair communication significantly.
3–5	*Basic*	Limited range of vocabulary, with frequent repetition and significant lexical errors. Occasional attempts at more complex sentence patterns, but often impression of 'translated' language that impedes communication at times. Gaps in knowledge of basic grammar. Communication impaired by significant errors, e.g. adjectival agreements, verb forms and common genders.
1–2	*Poor*	Very limited range of vocabulary with frequent native-language interference and wrong words. Simple sentence patterns and very limited range of structures. Little evidence of grammatical awareness. Accuracy only in simple forms.
0		No rewardable language.