



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education (9–1)

ITALIAN

7164/02

Paper 2 Reading

May/June 2019

MARK SCHEME

Maximum Mark: 45

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.

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

This document consists of **15** printed pages.

PUBLISHED**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.

1 General Marking Principles

1.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with your Team Leader if necessary (or with your Product Manager if you are a single Examiner), and award marks accordingly.

The following marking principles underpin the detailed instructions provided in Section 2 of the Mark Scheme. Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme.

1.2 Crossing out:

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

1.3 More than the stipulated number of boxes ticked/crossed by the candidate:

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

| | |
|------------------------------|-----|
| number of correct ticks: | 5 |
| minus number of extra ticks: | –2 |
| mark awarded: | = 3 |

- (d) Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, one in pen and the other in pencil, the mark cannot be awarded unless there is some explicit indication from the candidate as to which is his/her final answer.

PUBLISHED**1.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:**

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

1.5 Answers requiring the use of Italian (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies, provided the message is clear.

- (a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
- (b) Look-alike test: does what the candidate has written look like the correct answer?
- (c) Accept incorrect gender or person unless Mark Scheme specifies otherwise.
- (d) Accept incorrect possessive adjectives e.g. mio, tuo, suo etc., unless Mark Scheme specifies otherwise (in general, Section 2 accept, Section 3 consult Mark Scheme carefully).
- (e) Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
- (f) Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise (e.g. for questions where tense is important an infinitive may not be acceptable).

1.6 Unless the Mark Scheme specifies otherwise, **do not accept incorrect Italian if the word given means something else in Italian.** (Incorrect Italian which constitutes a word in any language other than Italian is marked (i) on the basis of whether it is accepted or refused in the Mark Scheme, and (ii) if not mentioned in the Mark Scheme, on the basis of 1.5 above.)**1.7** Annotation used in the Mark Scheme/Marking:

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

1.8 No response and '0' marks

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

Award NR (No Response):

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

Award 0:

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

1.9 Extra material: Section 2, Exercise 2

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

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

1.10 Extra material: Section 3

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

In **Section 3**, look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme (Section 2) provides specific guidance but in cases not covered, the following general rules apply:

| | | |
|------------|---|--|
| (a) | Extra material, mentioned in the Mark Scheme, which reinforces the correct answer or in itself constitutes an alternative correct answer: | this is acceptable and is not penalised |
| (b) | Extra material which constitutes an alternative answer, but which is not explicitly mentioned in the Mark Scheme: | <p>the Examiner needs to decide, by consulting the text and the Team Leader if necessary whether the alternative answer constitutes:</p> <p>(i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded</p> <p style="text-align: center;">or</p> <p>(ii) an answer which on its own would be refused, in which case this falls into category (c) and the answer should be refused</p> |
| (c) | Extra material which constitutes an alternative answer specifically refused in the Mark Scheme: | this puts the Examiner in the position of having to 'choose' which is the candidate's 'final' answer – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded |
| (d) | Extra material which distorts or contradicts the correct answer: | this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded |

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| | | |
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| (e) | Extra material introduced by the candidate and which does not feature in the text: | this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded. It can sometimes be difficult to draw the line between what is a deduction made by an able candidate on the basis of what they have read and pure guesswork. Therefore where an answer of this sort occurs which is not covered in the Mark Scheme, Examiners should consult their Team Leader. |
|------------|--|--|

2 Detailed Mark Scheme**Prima parte****Esercizio 1 Domande 1–5**

| Question | Answer | Marks | Guidance |
|-----------------|---------------|--------------|-----------------|
| 1 | B | 1 | |
| 2 | A | 1 | |
| 3 | D | 1 | |
| 4 | A | 1 | |
| 5 | C | 1 | |

Esercizio 2 Domande 6–10

| Question | Answer | Marks | Guidance |
|-----------------|---------------|--------------|-----------------|
| 6 | E | 1 | |
| 7 | A | 1 | |
| 8 | F | 1 | |
| 9 | C | 1 | |
| 10 | B | 1 | |

Esercizio 3 Domande 11–15

| Question | Answer | Marks | Guidance |
|-----------------|---------------|--------------|-----------------|
| 11 | A | 1 | |
| 12 | C | 1 | |
| 13 | B | 1 | |
| 14 | B | 1 | |
| 15 | A | 1 | |

Seconda parte**Esercizio 1 Domande 16–20**

| Question | Answer | Marks | Not Allowed Responses |
|-----------------|---------------|--------------|------------------------------|
| 16 | mangia | 1 | |
| 17 | città | 1 | |
| 18 | giocare | 1 | |
| 19 | conosciuti | 1 | |
| 20 | cibi | 1 | |

Esercizio 2 Domande 21–29

- In this exercise, reward the candidate for being able to locate the answer in the passage. Ignore extra material (whether Italian is accurate or inaccurate).
- Accept lifting unless it is specifically refused in the Mark Scheme.
- Read Section 1: General Marking Principles.

| Question | Answer | Marks | Not Allowed Responses |
|---|--|-------|-----------------------|
| 21 | il (suo) compleanno | 1 | |
| 22 | una foto | 1 | |
| Note: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa) | | | |
| 23(i) | hanno chiacchierato | 1 | |
| 23(ii) | hanno giocato a calcio | 1 | |
| 24 | bufe | 1 | |
| 25 | biglietti per il concerto (della sua cantante preferita) | 1 | |
| 26 | il windsurf | 1 | |
| 27 | in centro città | 1 | |
| 28 | perché c'era (un bellissimo) sole | 1 | |
| 29 | contentissima | 1 | |

Terza parte

Look for signs of genuine comprehension. Usually, candidates who lift indiscriminately fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme provides specific guidance but in cases not covered, see Section 1: General Marking Principles.

Esercizio 1 Domande 30–34

1 Mark per question for True or False

1 Mark for correcting False statement (31, 33, 34)

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

| Question | Answer | | Marks | Guidance |
|----------|-------------------------------------|-------------------------------------|----------|--|
| | VERO | FALSO | | |
| 30 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | [1] | |
| 31 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | [1] | |
| 32 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | [1] | |
| 33 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | [1] | |
| 34 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | [1] | |
| 30 | | | 1 | See notes above for marking True/False element |
| 31 | | | 1 | See notes above for marking True/False element |
| 32 | | | 1 | See notes above for marking True/False element |

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| Question | Answer | Marks | Guidance |
|----------|--------|-------|--|
| 33 | | 1 | See notes above for marking True/False element |
| 34 | | 1 | See notes above for marking True/False element |

| Question | Answer | Marks | Guidance |
|----------|---|-------|---|
| 30 | FALSO | | |
| | ACCEPT: CHECK FALSO IS TICKED già da piccola sapeva che voleva viaggiare | 1 | REFUSE MERE ADDITION OF NEGATIVE Allow answers that communicate that this is something that Beatrice has wanted to do for a long time |
| 31 | VERO | | |
| 32 | FALSO | | |
| | ACCEPT: CHECK FALSO IS TICKED preferisce viaggiare da sola | 1 | REFUSE MERE ADDITION OF NEGATIVE Reject: if only 'più facile da sola' & response doesn't state a preference |
| 33 | VERO | | |
| 34 | FALSO | | |
| | ACCEPT: CHECK FALSO IS TICKED Beatrice ha incontrato la famiglia etiope nella strada / la famiglia etiope si è avvicinata nella strada / accanto alla strada / sotto un albero | 1 | REFUSE MERE ADDITION OF NEGATIVE |

Esercizio 2 Domande 35–41

| Question | Answer | Marks | Not Allowed Responses |
|-----------------|---|--------------|---|
| 35 | il violino | 1 | |
| 36 | non prendeva le lezioni sul serio | 1 | |
| 37 | suonare (il piano) / la musica | 1 | |
| 38 | diventa felice | 1 | |
| 39 | (i suoi amici) passavano tutto il tempo libero a giocare ai videogiochi | 1 | Allow: non avevano gli stessi interessi |
| 40 | (ha domandato) di insegnargli a suonare | 1 | |
| 41 | una volta alla settimana | 1 | |