



Cambridge International Examinations
Cambridge Pre-U Certificate

PRINCIPAL COURSE ITALIAN

9783/03

Paper 3 Writing and Usage

May/June 2016

MARK SCHEME

Maximum Mark: 60

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

© IGCSE is the registered trademark of Cambridge International Examinations.

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document consists of **6** printed pages.

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9783	03

Part I: Writing (40 marks)

1 Discursive Essay

Accuracy and linguistic range (24 marks) [AO2]

22–24	<i>Excellent</i>	Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
18–21	<i>Very Good</i>	Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
14–17	<i>Good</i>	Generally accurate. Good range of vocabulary and some complex sentence patterns.
10–13	<i>Satisfactory</i>	Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.
6–9	<i>Weak</i>	Persistent errors may impede communication. Simple and repetitive sentence patterns. Limited vocabulary.
1–5	<i>Poor</i>	Little evidence of grammatical awareness. Inaccuracy often impedes communication. Very limited vocabulary.
0		No relevant material presented.

Development and organisation of ideas (16 marks) [AO3]

15–16	<i>Excellent</i>	Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing.
12–14	<i>Very Good</i>	Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument.
9–11	<i>Good</i>	Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument.
6–8	<i>Satisfactory</i>	Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material.
3–5	<i>Weak</i>	Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed.
1–2	<i>Poor</i>	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped.
0		No relevant material presented.

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9783	03

Indicative Content

Candidates are free to interpret the question in any way they wish. The following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to the question; they are by no means exhaustive.

- (a) Candidates should discuss whether or not they agree that young people have a duty to be optimistic. Depending on their point of view, they may argue that having experiences fewer of life's inevitable disappointments/injustices/tragedies, they should be more optimistic; conversely, they may take the view that with so much talk about bleak employment prospects, environmental catastrophe etc. they have more cause to be pessimistic than any previous generation of young people. They may, of course, offer both these views in a balanced argument. Either way, their answers should be clear and well-justified.
- (b) Candidates should decide whether religious schools do more harm or good to society. They may offer the view that religious schools are an integral part of a tolerant and multi-cultural society, allowing different faith groups to strengthen their children's understanding of and contact with their religious and cultural traditions. Conversely, they may decide that these schools enhance rather than minimise cultural and religious divisions in a society, particularly when certain aspects of the religion in question are significantly at odds with cultural norms in that society. Either way, conclusions should be coherent and well-justified.
- (c) Candidates should analyse why music is so important to young people. They are likely to advance some personal explanations for this, perhaps illustrated with examples. They may talk about the need for young people to establish a clear identity for themselves (i.e. distinct from that 'imposed' by parents or family), and the role music can play in such a process; equally, they may see music as a way for young people to stick together in groups and avoid feeling isolated. A wide range of answers is expected here, but they should be clearly argued and well developed.
- (d) Candidates should choose to agree with the statement or to disagree with it; either way, they should offer coherent justifications (ideally with examples) of their viewpoint. These might include:
- culture should be freely available to all regardless of their ability to pay
 - awareness of history and culture important in education of young generations
 - government can't support institutions financially so entrance fees inevitable
 - entrance fees reduce queues and improve visitor experience
- (e) Candidates are asked whether or not they agree that it is impossible to be rich and 'nice'. A range of opinions is expected here. At one extreme, they may argue that 'niceness' has nothing at all to do with wealth, and that it is therefore perfectly possible to be rich and kind/fun/responsible etc. At the other extreme. they may take the view that rich people are always unkind/selfish etc. either because being rich causes them to develop this uncharitable view of their fellow humans or because they possess these characteristics to start with and these are actively useful in becoming rich. A wider interpretation of the word *ricchi* is also possible. Either way. they should argue clearly and offer a convincing conclusion.

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9783	03

Part II: Usage (20 marks)

Esercizio 1

Question	Answer	Marks
2	avrà	[1]
3	piangono	[1]
4	dia	[1]
5	riducessimo	[1]
6	sono successe	[1]

[Total: 5]
[AO2]

Esercizio 2

Question	Answer	Marks
7	La camera <u>da cui si vede</u> meglio il mare è la camera 17.	[1]
8	Pur non <u>essendoci mai stato</u> , sono sicuro che mi piacerebbe andare a Venezia.	[1]
9	Il mio italiano è migliorato moltissimo grazie alla <u>(mia) lettura di quell libro</u> .	[1]
10	Paolo mi ha detto che <u>non era sicuro di poter accompagnarmi</u> alla festa venerdì sera.	[1]
11	Il professore sospetta che <u>due student abbiano copiato</u> il tema da Internet.	[1]

[Total: 5]
[AO2]

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9783	03

Esercizio 3 (One tick for each, then see conversion table below.)

Question number	Correct Option	Correct Response
12	B	fianco
13	A	siedono
14	D	agli
15	C	ci
16	D	insegnanti
17	B	fornire
18	A	di
19	C	è
20	B	i suoi
21	A	partendo
22	C	promuovano
23	B	senza
24	A	a
25	C	i
26	D	qualunque
27	A	ne
28	D	c'è
29	A	meglio
30	C	tagliare
31	B	quella

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge Pre-U – May/June 2016	9783	03

Conversion table:

Number of ticks	Mark
19–20	10
17–18	9
15–16	8
13–14	7
11–12	6
9–10	5
7–8	4
5–6	3
3–4	2
1–2	1
0	0

**[Total: 10]
[AO2]**