



Cambridge Pre-U

ITALIAN

9783/03

Paper 3 Writing and Usage

For examination from 2020

MARK SCHEME

Maximum Mark: 60

Specimen

This specimen paper has been updated for assessments from 2020. The specimen questions and mark schemes remain the same. The layout and wording of the front covers have been updated to reflect the new Cambridge International branding and to make instructions clearer for candidates.

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

This document has **8** pages. Blank pages are indicated.

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.

Part I: Writing (40 marks)**1 Discursive Essay**

- **Accuracy and linguistic range (24 marks) [AO2]**
- **Development and organisation of ideas (16 marks) [AO3]**

Accuracy and linguistic range

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

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.

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.

Question	Answer	Marks
1(a)	<p>Secondo te, la globalizzazione ha più aspetti positivi che negativi? Giustifica la tua risposta.</p> <p>Candidates are asked to assess whether globalisation has more positive or negative effects. They might usefully begin by attempting to explain what they understand by the term. A wide range of responses is possible here: they may point to economic benefits either for the ‘globalised’ countries or the ‘globalising’ ones; they may discuss the cultural impact of globalisation, and may see this as positive or negative (or both). Either way, they should provide some relevant examples and any conclusions should be coherently explained and fully justified.</p>	40
1(b)	<p>‘La madre che rimane a casa dopo la nascita dei figli, invece di ritornare al lavoro, tira su sempre bambini più sani e più felici’. Sei d’accordo o no?</p> <p>Candidates are asked to decide whether they agree with the statement that the children of stay-at-home mothers grow up healthier and happier than those whose mothers return to work. This is an issue on which there is quite a divergence of opinion, and this may be reflected in the candidates’ answers. The best answers will consider both sides of the argument, weighing up the perceived benefits for mothers of staying at home – e.g. stronger bonds with children, involvement in all aspects of children’s life, freedom from feelings of guilt etc. – against those of returning to work – greater financial security, greater variety and intellectual stimulation, etc. All conclusions should be fully justified.</p>	40
1(c)	<p>Secondo te, è giusto che un calciatore guadagni più di un medico? Perché (no)?</p> <p>Candidates are asked to assess whether or not it is fair that footballers earn more than doctors. Again, they would be well advised to try and weigh up the justifications that might exist on both sides, and although many will probably conclude that the doctor’s work is ‘worth’ more than that of the footballer (e.g. more socially useful, requires many years of study, etc.), any well-justified arguments in favour of the footballer should be rewarded equally generously.</p>	40
1(d)	<p>‘La televisione aiuta lo sviluppo intellettuale’. Sei d’accordo o no?</p> <p>Candidates are asked whether they agree with the statement that television helps intellectual development. They are likely to focus on children and young people, but are not specifically required to do so by the question. There are two ways of seeing this issue: those who agree with the title statement might point to ways in which television broadens people’s cultural awareness or mention the high-quality and research-based programming aimed at younger children these days. Those who take the opposite view might argue that television encourages passivity and therefore impedes intellectual development. The best answers will focus on the specific slant of the question and offer a well-justified conclusion.</p>	40

Question	Answer	Marks
1(e)	<p data-bbox="304 232 1321 300">Perché, secondo te, gli esseri umani non sembrano imparare mai niente dalla storia?</p> <p data-bbox="304 338 1326 506">Candidates are asked to explain why they think people never seem to learn anything from history. There are many ways of tackling this more open and philosophical question, but candidates will need to choose suitable examples to support their theories. There is also scope here for candidates to take issue with the question and demonstrate that the opposite can be true.</p>	40

Part II: Usage (20 marks)**Exercise 1**

Question	Answer	Marks	Guidance
2	dessi	1	
3	avrebbe chiamato (aveva chiamato)	1	
4	possa (potrò)	1	
5	ha acceso	1	
6	muoiono (stanno morendo)	1	

Exercise 2

Question	Answer	Marks	Guidance
7	Mamma <u>me le ha date</u> stamattina	1	
8	È difficile <u>capire le sue opinioni</u>	1	
9	Franco ha detto che <u>non gli (a lui non) piacevano / piacciono</u> i giornali italiani	1	
10	Benché <u>sapessi la verità</u> , non ho detto niente	1	
11	Siamo arrivati alla stazione dopo <u>la partenza del treno / che il treno era partito</u>	1	

Exercise 3

Question		Answer	Marks
(One tick for each, then see conversion table below.)			
12	B	proteggere	10
13	A	inappropriati	
14	C	che	
15	B	ci siano	
16	D	al quale	
17	A	potranno	
18	B	propri	
19	C	da	
20	A	ricevono	
21	B	ai	
22	D	essendo	
23	D	di	
24	A	grandi	
25	B	crescita	
26	A	migliore	
27	A	il	
28	D	a	
29	B	vogliamo	
30	C	ci	
31	A	tutti	

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

BLANK PAGE