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Paper 3 Writing and Usage

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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.

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This document consists of **6** 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.

Part I: Discursive Essay (40 marks)• **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.

Question	Answer	Marks
<p>Part 1 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.</p>		
1(a)	Candidates are encouraged to consider whether those who don't understand politics should be allowed to vote. The statement is deliberately provocative and is likely to elicit some strong opinions. On the one hand, candidates might argue that a fully democratic society is a pre-requisite of a modern civilised society, and that given the sacrifices that have been made to achieve universal suffrage, and given how many countries don't have it, it is inconceivable to remove this right. On the other hand, they may cite the increasingly unexpected and destabilising outcomes of recent elections and referenda and take the view that people shouldn't be able to vote for something they don't understand.	30
1(b)	Candidates are asked to consider whether reality TV shows should be banned on the basis that they give people unrealistic ambitions. Again, this is a provocative statement and is likely to polarise opinion. Candidates might argue that these programmes are hugely popular and therefore meet a demand from the public; they could also consider them a vital tool for economic growth or even social mobility. Conversely, they might take the view that every aspect of the process is cynically manufactured and the widespread desire for fame and fortune that these programmes engender is not only cruel but also irresponsible.	30
1(c)	The question asks candidates to consider what extent schools should be responsible for the moral education of their pupils. Candidates will no doubt want to explore who or what else might share this responsibility and might name parents or family and the state in this regard. Some candidates will argue that any well-rounded education includes a moral education, and that it should therefore be the responsibility of schools – or at least a shared responsibility. They might, on the other hand, argue that schools should concentrate on academic education and leave it to parents to provide moral and ethical guidance.	30
1(d)	Candidates are asked to decide whether national governments should spend so much money hosting major international sporting events. They are likely to mention the Olympics and the World Cup when looking for examples. On the one hand, they could argue that at a time of economic crisis it is not justifiable for tax-payers' money to be spent in this way; conversely, they could point to the many long-term economic and social advantages that can follow these events.	30
1(e)	The question asks candidates to consider whether cinema is a dying art form. They should distinguish between the cinema as a venue and the art form itself. Candidates might argue that the growth in technology and personalised 'on demand' entertainment will inevitably lead to the demise of this comparatively old-fashioned medium; alternatively, they could argue that cinema is embracing the new technologies and will continue to do so with the result that although the cinema of the future may not resemble what we currently know, it will continue to attract people because of its scale and the quality of the shared experience it provides.	30

Question	Answer	Marks
Part 2: Usage		
Exercise 1		
2	verrebbe	1
3	accolto / accolta	1
4	desse	1
5	rimane	1
6	attragono	1
Exercise 2		
7	riducono	1
8	di non perdersi (che non si perdessero)	1
9	conoscano	1
10	l'avesse ascoltata (accept l'abbia ascoltata)	1
11	di cui avevo bisogno	1
Exercise 3: award a tick for each correct response, then see the conversion table to turn the ticks into marks.		
12	al	
13	da	
14	Gli	
15	Nelle	
16	pubblicate	
17	fa	
18	si	
19	diventare	
20	uno	
21	possono	
22	purché	
23	troppo	
24	Trovare	
25	che	

Question	Answer	Marks
26	così	
27	occorre	
28	Niente	
29	del	
30	comunque	
31	pochi	

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