



Cambridge Assessment International Education
Cambridge Pre-U Certificate

ITALIAN (PRINCIPAL)

9783/02

Paper 2 Reading and Listening

May/June 2019

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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

This document consists of **7** 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: Reading AO1			
Testo di lettura 1: full sentences are not required. As long as language errors do not impede communication of the required information, award the mark.			
1	Sono stati / è stata la <u>prima coppia</u> // a scalare tutti (i 14) gli Ottomila /tutte le montagne più alte del mondo	2	
2	le tende erano pesanti	1	
3	perché era esausto / sfinito	1	
4	mettendo campi fissi // usando corde // portando ossigeno supplementare 2 of 3	2	
5	perché c'era la luna piena	1	
6	hanno scalato Makalu / la tredicesima 8000	1	
7	fu la prima persona a scalare tutti gli Ottomila	1	... a compiere l'impresa
8	perché <u>il compagno di cordata</u> era malato (or convey idea)	1	compagno t.c.
Testo di lettura 2: full sentences are not required. Candidates must answer in ENGLISH.			
9	because there is an Italian equivalent	1	
10	(more) <u>heated</u> (than one might think)	1	
11	to get rid of <u>superfluous</u> anglicisms	1	
12	be the spokesperson for her campaign / come out in favour of her proposal	1	
13	because it is important for the promotion of Italy	1	
14	it is detrimental to the proper use of both languages	1	
15	when they are evocative / useful / enrich the language	1	
16	helps them to better appreciate their culture	1	
17	by encouraging the use of Italian // by supporting the learning of English	2	Sustaining

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18	<p>Testo di lettura 3: Re-translation</p> <ul style="list-style-type: none"> • Any suitable alternative rendering can be accepted. • Minor spelling errors are accepted, but not if the meaning of the word is altered. <p>One tick per box, then see conversion table.</p> <table border="1" data-bbox="316 521 1445 2020"> <thead> <tr> <th></th> <th>English text</th> <th>Accept</th> <th>Reject</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Learning</td> <td>Imparare</td> <td></td> </tr> <tr> <td>2</td> <td>foreign languages</td> <td>lingue straniere</td> <td></td> </tr> <tr> <td>3</td> <td>is the best thing</td> <td>è la migliore cosa</td> <td></td> </tr> <tr> <td>4</td> <td>you can do</td> <td>che si possa fare / che possa fare / che possiate fare / da fare</td> <td></td> </tr> <tr> <td>5</td> <td>if you want</td> <td>se si vuole / se vuoi /se volete</td> <td></td> </tr> <tr> <td>6</td> <td>to have an advantage</td> <td>avere un vantaggio</td> <td></td> </tr> <tr> <td>7</td> <td>in the job market.</td> <td>nel mercato del lavoro.</td> <td></td> </tr> <tr> <td>8</td> <td>Most schools</td> <td>La maggior parte / La maggioranza delle scuole</td> <td></td> </tr> <tr> <td>9</td> <td>do little to</td> <td>fanno poco per / fa poco per</td> <td></td> </tr> <tr> <td>10</td> <td>promote them</td> <td>promuoverle</td> <td></td> </tr> <tr> <td>11</td> <td>but gradually</td> <td>ma poco a poco</td> <td></td> </tr> <tr> <td>12</td> <td>politicians have become</td> <td>i politici sono diventati</td> <td></td> </tr> <tr> <td>13</td> <td>aware</td> <td>consapevoli / coscienti</td> <td></td> </tr> <tr> <td>14</td> <td>of their importance</td> <td>della loro importanza</td> <td></td> </tr> <tr> <td>15</td> <td>not only for</td> <td>non solo per</td> <td></td> </tr> <tr> <td>16</td> <td>communication abroad</td> <td>comunicare / la comunicazione all'estero</td> <td></td> </tr> <tr> <td>17</td> <td>but also as</td> <td>ma anche come</td> <td></td> </tr> <tr> <td>18</td> <td>a tool</td> <td>uno strumento</td> <td></td> </tr> <tr> <td>19</td> <td>to be used</td> <td>da usare</td> <td></td> </tr> </tbody> </table>				English text	Accept	Reject	1	Learning	Imparare		2	foreign languages	lingue straniere		3	is the best thing	è la migliore cosa		4	you can do	che si possa fare / che possa fare / che possiate fare / da fare		5	if you want	se si vuole / se vuoi /se volete		6	to have an advantage	avere un vantaggio		7	in the job market.	nel mercato del lavoro.		8	Most schools	La maggior parte / La maggioranza delle scuole		9	do little to	fanno poco per / fa poco per		10	promote them	promuoverle		11	but gradually	ma poco a poco		12	politicians have become	i politici sono diventati		13	aware	consapevoli / coscienti		14	of their importance	della loro importanza		15	not only for	non solo per		16	communication abroad	comunicare / la comunicazione all'estero		17	but also as	ma anche come		18	a tool	uno strumento		19	to be used	da usare	
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18	20	to appreciate	per apprezzare																									
	21	other cultures.	altre culture.																									
	22	If we want	Se vogliamo																									
	23	to progress	progredire / fare progressi																									
	24	as a nation	come nazione	come una nazione																								
	25	we must	dobbiamo / dovremmo																									
	26	enrich	arricchire																									
	27	our education system	il nostro sistema scolastico / educativo																									
	28	by doing more	facendo di più																									
	29	to protect	per tutelare / proteggere																									
	30	the teaching of European languages.	l'insegnamento di / delle lingue europee.																									
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Question	Answer	Marks	Not Allowed Responses
Part II: Listening AO1			
Brano d'ascolto 1: full sentences are not required. As long as language errors do not impede communication of the required information, award the mark.			
19	terapia intensiva (pediatrica) / reparto pediatrico / pediatria	1	
20	la cooperazione nei Paesi in via di sviluppo	1	
21	è superficiale	1	
22	infantile	1	
23	dare assistenza sanitaria // in parti del mondo dove non sembra possibile	2	
24	Either formava / gestiva la formazione del personale locale Or gestiva la fornitura mensile di medicine (or concept)	1	
25	non era una zona di guerra / non c'erano carri armati (or similar concept)	1	
26	la sua futura carriera	1	
27	a causa dell'adrenalina / la tensione	1	
Brano d'ascolto 2: full sentences are not required. Candidates must answer in ENGLISH.			
28	by bullets / by a gun / shot at	1	
29	there might be an image of the perpetrator in the camera's memory	1	
30	they felt the camera got what it deserved	1	
31	40 000 fines // in 90 days / 3 months // totalling 2 million euros (2 of 3)	2	
32	parking where one shouldn't park // entering zones with traffic restrictions	2	
33	the <u>increase</u> in the total amount of fines handed out (compared to last year)	1	
34	he received 35 fines in one month / was fined €5000	1	
35	they think the speed camera is faulty / rigged	1	

Question	Answer	Marks	Not Allowed Responses
Branco d'ascolto 3: Give one mark for each of the following content points addressed, up to a maximum of 10 marks.			
36	<p>Results of Dr Casadei's research</p> <ul style="list-style-type: none"> • 48% of young people (6–17 year olds) have never read a book • more than half have never visited an archaeological site / museum • 25% of <u>15-year olds</u> fall short in numeracy and literacy / maths and reading <p>Reasons for young people's lack of cultural curiosity</p> <ul style="list-style-type: none"> • young people have too many <u>easier</u> alternatives (iPads etc.) • parties and outings organised for them • lack of "healthy boredom" <p>What parents do wrong</p> <ul style="list-style-type: none"> • parents less and less demanding of children • hesitate to ask them to help in the home • do things for them (even homework) <p>How parents can help</p> <ul style="list-style-type: none"> • create an atmosphere in which work /sacrifice are valued • rather than looking for some precocious talent (convey idea) • rewards should be for effort / hard work, not achievement 	10	