



Cambridge Assessment International Education
Cambridge Pre-U Certificate

ITALIAN (PRINCIPAL)

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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.

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 3 Pre-U Certificate.

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 should explain whether they agree or not with the statement that democracy is in crisis and that it is therefore time to consider alternative political models. They may well refer to recent world events e.g. Trump, Brexit or recent election outcomes in Italy, Germany, France, Spain etc. Candidates will either conclude that alternative political models should now be considered – and they might well articulate which models – or whether democracy remains the best model despite these recent outcomes. Either way, conclusions should be justified.	30
1(b)	Candidates should consider why certain literary texts written centuries ago have remained popular to this day. They should use relevant examples, which may be from the canon of Italian literature (e.g. Dante) or from other countries. They may cite literary / artistic merit, accident of history, the fact that these texts are taught in schools and universities etc. Either way they should justify their conclusions fully.	30
1(c)	Candidates should decide whether or not homework should be abolished. The title suggests some potential advantages of such a plan – happier parents and children – but they may come up with others. They are likely to draw on their own experiences of doing homework, and should be in a good position to assess the usefulness of homework in advancing pupils' learning. Many are likely to find this proposal too radical, but whatever they conclude they should justify these conclusions fully.	30
1(d)	Candidates should consider whether or not access to major tourist sites should be limited. They are likely to put forward potential advantages and disadvantages of such a strategy, e.g. protecting the integrity of the sites, limiting the damage to the surrounding environment, improving the visitor experience etc versus making artistic, architectural or historical treasures less accessible, depriving the local economy of income etc. They may also touch on the practical applications of such a strategy. Either way, their conclusions should be fully justified.	30
1(e)	Candidates should decide whether technology will render the learning of foreign languages redundant within ten years. They are likely to focus on the latest translation technology, perhaps outlining how quickly this has advanced in recent years and predicting how much further it might progress in the next ten years. They may conclude that machines can never fully replace a human understanding of a foreign language, or conversely that for all but the most detailed and nuanced interactions a computer can do the job perfectly well. Either way they should justify their conclusions.	30

Question	Answer	Marks
Part 2: Usage		
Exercise 1		
2	sapendo	1
3	si esprimessero	1
4	ha finto	1
5	spendano	1
6	possa (potrà)	1
Exercise 2		
7	a cui / al quale (cui)	1
8	esser(e) andati in pizzeria (la pizzeria)	1
9	Facendo	1
10	tolgano	1
11	di non preoccuparmi	1
Exercise 3: award a tick for each correct response, then see the conversion table to turn the ticks into marks.		
12	nei	
13	quanto	
14	negli	
15	Leggere	
16	maggiore	
17	associate	
18	più	
19	quella	
20	prevedesse	
21	da	
22	hanno valutato	
23	è stato	
24	dove	
25	ricevere	

Question	Answer	Marks
26	li	
27	soprattutto	
28	può	
29	degli	
30	sono	
31	per	

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