

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**Pre-U Certificate**

## **MARK SCHEME for the May/June 2013 series**

### **9783 PRINCIPAL COURSE ITALIAN**

**9783/03**

Paper 3 (Writing and Usage), maximum raw mark 60

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 2013 series for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9783</b>	<b>03</b>

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

- **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.

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9783</b>	<b>03</b>

### Discursive Essay 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) 'Studiare all'università è un lusso per il quale gli studenti dovrebbero pagare.'**  
**D'accordo o no?**

Candidates might cover some of the following points:

- it's a universal right so must be free
- society depends on educated and qualified people
- tax paid by older members of society should pay for educating the next generation
- able students from poorer backgrounds put off university leading to less social mobility
- a civilised / advanced society should offer all its citizens the chance to fulfil themselves

and/or:

- students should pay because their degrees will bring them higher future earnings
- charging students helps deter those who are going to waste their time at university
- might encourage students to focus on more 'useful' disciplines rather than 'soft' degrees
- allows universities to recruit best teachers and offer top facilities

**(b) Perché, secondo te, certe droghe sono legali e altre no? Sarebbe più logico legalizzarle o vietarle tutte?**

Candidates might cover some of the following points:

- some drugs are more harmful than others
- history / tradition / convention explains why some are legal
- would be impossible to make legal drugs e.g alcohol illegal
- more 'logical' perhaps but not practical
- if all drugs were legalized there would be more drug abuse

and/or:

- fairer to legalise everything
- individual's freedom of choice
- not government's role to ban certain substances (nanny state etc.)

**(c) Fino a che punto, secondo te, il terrorismo è un problema sociale piuttosto che politico?**

Candidates might cover some of the following points:

- a social problem because deprivation / underdevelopment / lack of education creates fertile environment for extremist views
- inequality between societies creates resentment / fosters unrealistic aspirations
- governments' response to terrorist threats can limit freedom within society (speech / movement etc.)

and/or:

- a political problem based on a lack of understanding between different sets of values
- importance of historical / political background
- a fight for supremacy between nations / political systems
- terrorists attack governments not individual citizens

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9783</b>	<b>03</b>

**(d) Secondo te, la presenza di un certo numero di immigrati in una società la rende più o meno razzista?**

Candidates might cover some of the following points:

- more racist because of first hand 'evidence' of different values / customs
- risk of ghettoization and consequent polarisation of opinions
- 'exaggerated' tolerance in some quarters of host society encourages extremism in others

and/or:

- less racist because people have a reality against which to compare prejudicial stereotypes
- people more likely to know someone of a different ethnic background and therefore less likely to tolerate racism
- children in multi-cultural societies more likely to grow up 'colour blind'

**(e) Essere belli porta solo vantaggi?**

Candidates might cover some of the following points:

- also brings disadvantages
- assumptions made about seriousness / intellect etc
- 'encourages' invasions of personal space
- more difficult to be anonymous / keep a low profile
- risk of attaching too much importance to appearance

and/or:

- makes life easier on the whole
- everyone is nicer to attractive people / makes allowances for them
- attractive = popular
- may or may not be worth the downsides!

<b>Page 5</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9783</b>	<b>03</b>

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

**Esercizio 1**

<b>Accept</b>	<b>Reject</b>
<b>2</b> è rientrata	
<b>3</b> rimanessi	
<b>4</b> si era addormentata / si addormentava / si stava addormentando	
<b>5</b> propone / ha proposto	
<b>6</b> potremmo	

**[Total: 5 marks]**  
**[AO2]**

**Esercizio 2**

<b>Accept</b>	<b>Mark</b>	<b>Reject</b>
<b>7</b> Quei documenti? <u>Ce li hanno mandati</u> una settimana fa.	[1]	
<b>8</b> Dopo <u>essermi riposata</u> (un po') sono uscita con gli amici	[1]	
<b>9</b> A Birmingham ci sono <u>meno turisti che/rispetto</u> a Londra.	[1]	
<b>10</b> I ragazzi <u>con cui / i quali sono andato allo stadio</u> abitano a Roma.	[1]	
<b>11</b> Abbiamo trovato l'ultima parte del viaggio difficile perché <u>eravamo (molto) stanchi</u>	[1]	

**[Total: 5 marks]**  
**[AO2]**

<b>Page 6</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9783</b>	<b>03</b>

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

<b>Question number</b>	<b>Correct Option</b>	<b>Correct response</b>
12	B	perduti
13	B	viene
14	C	difendere
15	A	dal
16	D	secondo
17	D	lasciano
18	C	rimanere
19	A	può
20	D	negli
21	B	è stata
22	D	tra
23	A	ha
24	C	affrontare
25	B	le
26	B	ha bisogno di
27	D	i nostri
28	A	rappresentano
29	C	di
30	D	hanno
31	A	Per

<b>Number of ticks</b>	<b>Mark</b>
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