

**MARK SCHEME for the May/June 2015 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.

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**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.

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### 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) ‘I giovani di oggi hanno così tanti modelli di comportamento da seguire che non hanno più bisogno dei genitori’. Sei d’accordo?**

Candidates could choose to agree with the statement or to disagree with it; either way, they should offer coherent justifications (ideally with examples) of their viewpoint. These might include:

- parents have less influence nowadays / less control of children’s lives
- important role of technology
- these role models often provide negative examples
- children will always need their parents
- parental models not always more positive than those provided by celebrities / public figures

**(b) Secondo te, la scuola privata è immorale? Perché (no)?**

Candidates could choose to agree with the statement or to disagree with it; either way, they should offer coherent justifications (ideally with examples) of their viewpoint. These might include:

- public schools are inevitable in a free market economy
- their existence has no impact on quality of state education
- unfair that some children should benefit from a better education
- social advantages / disadvantages
- these schools reduce social mobility

**(c) ‘I giovani di oggi non sono veramente più stressati di quelli delle generazioni precedenti – sono solamente più abituati a parlarne.’ Sei d’accordo con questa affermazione?**

Candidates could choose to agree with the statement or to disagree with it; either way, they should offer coherent justifications (ideally with examples) of their viewpoint. These might include:

- exam stress / economic uncertainty / unemployment: examples of life being more stressful
- technology / comforts of modern life: examples of life being less stressful
- more opportunities nowadays to talk about stress
- stress can be a good thing

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**(d) Fino a che punto, secondo te, tutti i problemi ambientali dipendono dal problema del sovraffollamento?**

Candidates are asked to decide to what extent all environmental problems are caused by over-population. They may agree or disagree with this deliberately contentious statement. If they agree, they may see argue that each of the main environmental problems – e.g. pollution, diminishing natural resources, waste, climate change, etc. – can be directly or indirectly attributed to over-population. They may even suggest ways in which the problem of over-population can be tackled. Equally, they may argue that over-population is only one problem, and that even if the world’s population were to fall, many if not all of today’s environmental problems would persist because of man’s inherent greed / selfishness, the continuing industrialisation of developing countries, etc. Either way, conclusions should be clear and well-justified.

**(e) Come spieghi l’esistenza degli stereotipi nazionali? Fino a che punto sono veri questi stereotipi, secondo te?**

Candidates could offer a range of theories in response to the first part of the question, e.g. history, tradition, rivalry, latent racism etc. Equally, their responses to the second part of the question are likely to be personal, shaped by their own experiences of encountering foreigners. Either way, these should be coherently presented and supported with example where possible.

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Part II: Usage (20 marks)

Esercizio 1

Q. Nr.	Accept	Mark	Reject
2	vorranno	[1]	
3	piaccia	[1]	
4	avessimo	[1]	
5	era rimasta	[1]	
6	sarebbe sopravvissuto	[1]	

[Total: 5]  
[AO2]

Esercizio 2

Q. Nr.	Accept	Mark	Reject
7	Anni fa, in questa fabbrica si <u>faceva una ceramica molto famosa</u> .	[1]	
8	Mia moglie non ha apprezzato la cravatta <u>che ho scelto / avevo scelto</u> .	[1]	
9	Pare che dopo il convegno di ieri sera la luce <u>non sia stata spenta</u> .	[1]	
10	Gli amici che sono partiti per Spagna sono <u>quelli di cui</u> hai fatto la conoscenza l'anno scorso.	[1]	
11	Stefania! <u>dammi i compiti' / mi dia i compiti</u> , ha detto il professore.	[1]	

[Total : 5 marks]  
[AO2]

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**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	piacevoli
13	C	tutti
14	B	gratuiti
15	C	aumentare
16	C	sempre
17	A	a
18	D	che
19	C	uno
20	A	dalle
21	B	Si
22	C	oltre
23	A	ammirano
24	B	una
25	D	spendere
26	A	Anche
27	B	Così
28	B	degli
29	C	Per
30	D	dove
31	B	importanti

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<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