

**MARK SCHEME for the May/June 2011 question paper
for the guidance of teachers**

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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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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. |

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- 1 (a) Candidates are invited to consider whether homosexual couples should have the right to adopt children, and what the potential advantages and disadvantages for children and parents might be. They might argue strongly one way or the other, or alternatively they might take the balanced view. Either way, points should be coherently made and sequenced, and any conclusions should be justified.
- (b) The question asks candidates to assess the extent to which the feminist movement has made women's lives more difficult today. Candidates might argue one way or the other, but a successful essay here should probably define both what is understood by feminism and the respect in which women's lives might be considered difficult today. Conclusions should be justified and supported.
- (c) Candidates are asked to consider whether private schools should be abolished in order to improve state schools. They should bring their personal experience of education to bear here, as well as assessing the relationship between the two sectors and the extent to which the existence of one sector has an impact on the other. Candidates are likely to conclude that 'their' sector is best, but these judgments should be supported.
- (d) The question invites candidates to reflect on the extent to which money is important to be happy in life. They would be well-advised to try and define what they understand by happiness at the outset. They may argue that there are other, more important things than money, but equally they may conclude that without money, happiness is more difficult.
- (e) The question asks whether religion causes more problems than it solves, and how these problems might be avoided. Candidates are once again likely to be guided by their own convictions and experience, but most will make some reference to the 21st century 'holy wars' as well as offering some historical perspectives. Any conclusions should be fully justified.

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Part II: Use of Italian (20 marks)

Esercizio 1

| Accept | Reject |
|--|---------------|
| 2 sia rimasta [1] | |
| 3 bere (beva) [1] | |
| 4 paghi (pagavi/pagherai/pagheresti/hai pagato) [1] | |
| 5 erano usciti [1] | |
| 6 verrebbero (sarebbero venuti) [1] | |

[Total: 5 marks]

Esercizio 2 (Tolerate minor copying errors)

| Accept | Reject |
|--|---------------|
| 7 Gli amici <u>che vengono a cena stasera</u> hanno comprato una casa in Toscana [1] | |
| 8 La madre di Gianni <u>non vuole che (lui) vada in vacanza con la sua ragazza</u> [1] | |
| 9 A Firenze molte macchine fotografiche <u>vengono/sono perse (perdute) dai</u> turisti giapponesi. [1] | |
| 10 Queste scarpe? Mia sorella mi ha incoraggiato <u>a comprarle</u> [1] | |
| 11 <u>Spendendo più soldi/se spendiamo più soldi</u> possiamo risolvere questo problema. [1] | |

[Total: 5 marks]

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

- | | |
|-----------------------------|------------------------|
| 13 secondo (esempio) | 24 per |
| 14 bastano | 25 nello |
| 15 quante | 26 gli |
| 16 ce lo | 27 è nata |
| 17 quello che | 28 parlando |
| 18 la quale | 29 affascinante |
| 19 appena | 30 ricordare |
| 20 loro | 31 sono stati |
| 21 passano | 32 cui |
| 22 subiscono | 33 bell' |
| 23 delle | |

| 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 |