



# Cambridge Pre-U

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**ITALIAN****9783/03**

Paper 3 Writing and Usage

**May/June 2022**

MARK SCHEME

Maximum Mark: 60

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**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 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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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 **5** 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
<p><b>Part 1</b> 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 are asked to decide whether the disappearance of the 'traditional' family has more positive or negative consequences. They are likely to identify at least a few things on both sides, and may then come down on one side or the other. Likely positive consequences might be freedom from social restrictions / censure, more tolerance of same sex relationships / blended families etc. Among the negative consequences, candidates might mention the impact on children of e.g., divorce / family breakdown.	<b>30</b>
1(b)	Candidates are asked to decide whether they agree that the other countries of the EU will be better off after Brexit. This question is likely to polarise opinion, but these opinions should be justified. If they agree with the title statement, candidates might argue that the union is stronger because its remaining members are fully committed; conversely they might point to the economic disadvantages for the other member states of not being able to trade so easily with Britain.	<b>30</b>
1(c)	Candidates are asked to decide to what mass tourism contributes to the protection and promotion of a country's cultural heritage. There are two sides to this argument. On the one hand, candidates might take the view that only by attracting visitors, generating income and raising the profile of historic sites or cultural traditions can countries hope to protect them, especially in times of financial hardship. Conversely, they might argue that the tourist numbers do significantly more harm than good, diminishing the cultural experience and creating environmental problems.	<b>30</b>
1(d)	Candidates are asked to decide whether the increasing use of anglicisms in Italian is a positive or a negative thing. There are two ways to see this issue: they might argue that linguistic purity is a good thing, and that Italian is impoverished or even threatened by the use of English words and phrases, or they might take the view that languages are living things and that, quite apart from being impossible to prevent Italian speakers from using these terms, it is not desirable. All their conclusions should be fully justified.	<b>30</b>
1(e)	Candidates are asked to decide whether they agree with the statement that social media represents the greatest danger to young people in the 21 <sup>st</sup> century. Opinions are likely to be divided, although we might expect a majority of candidates to take the view that the benefits of using social media outweigh the dangers. They might point to convenience, immediacy of communication, increasing friendship groups and so on. Conversely, they may argue that the dangers are significant; they might focus on cyber bullying, the psychological impact on vulnerable young people of feeling they have to fit in, or the need to project a certain image. Conclusions should be fully justified.	<b>30</b>

Question	Answer	Marks
<b>Part 2: Usage Exercise 1</b>		
2	obbediscano	1
3	rimarrà (accept rimarranno)	1
4	era partita	1
5	sono scese / erano scese	1
6	dovessero	1

Question	Answer	Marks
<b>Exercise 2</b>		
7	avrebbe chiamato	1
8	la conoscessi / la conosca	1
9	capire	1
10	preferiscono	1
11	lamentarsi	1

Question	Answer	Marks
<b>Exercise 3: award a tick for each correct response, then see the conversion table to turn the ticks into marks.</b>		
12	né	
13	Per	
14	ne	
15	degli	
16	è	
17	Si	
18	alle	
19	che	
20	camminare	
21	prevalentemente	

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
22	fa	
23	Se	
24	come	
25	saranno	
26	per	
27	impareranno	
28	il	
29	appena	
30	lo	
31	questa	

**Conversion table:**

<b>Number of ticks</b>	<b>Mark</b>
19–20	<b>10</b>
17–18	<b>9</b>
15–16	<b>8</b>
13–14	<b>7</b>
11–12	<b>6</b>
9–10	<b>5</b>
7–8	<b>4</b>
5–6	<b>3</b>
3–4	<b>2</b>
1–2	<b>1</b>
0	<b>0</b>