

**MARK SCHEME for the May/June 2012 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 2012 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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**Part II: Use of Italian (20 marks)**

**Esercizio 1**

<b>Q. Nr.</b>	<b>Accept</b>	<b>Mark</b>	<b>Reject</b>
<b>2</b>	dessi	[1]	
<b>3</b>	avrebbe chiamato (aveva chiamato)	[1]	
<b>4</b>	possa (potrò)	[1]	
<b>5</b>	ha acceso	[1]	
<b>6</b>	muoiono (stanno morendo)	[1]	

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

**Esercizio 2**

<b>Q. Nr.</b>	<b>Accept</b>	<b>Mark</b>	<b>Reject</b>
<b>7</b>	Mamma <u>me le ha date</u> stamattina	[1]	
<b>8</b>	È difficile <u>capire le sue opinioni</u>	[1]	
<b>9</b>	Franco ha detto che <u>non gli (a lui non) piacevano / piacciono</u> i giornali italiani	[1]	
<b>10</b>	Benché <u>sapessi la verità</u> , non ho detto niente	[1]	
<b>11</b>	Siamo arrivati alla stazione dopo <u>la partenza del treno / che il treno era partito</u>	[1]	

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

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

**[AO2]**

- |                         |                    |
|-------------------------|--------------------|
| <b>12</b> proteggere    | <b>22</b> essendo  |
| <b>13</b> inappropriati | <b>23</b> di       |
| <b>14</b> che           | <b>24</b> grandi   |
| <b>15</b> ci siano      | <b>25</b> crescita |
| <b>16</b> al quale      | <b>26</b> migliore |
| <b>17</b> potranno      | <b>27</b> il       |
| <b>18</b> propri        | <b>28</b> a        |
| <b>19</b> da            | <b>29</b> vogliano |
| <b>20</b> ricevono      | <b>30</b> ci       |
| <b>21</b> ai            | <b>31</b> tutti    |

<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