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Cambridge
Pre-U

Example Candidate Responses (Standards Booklet)

Cambridge Pre-U
Italian – Paper 1 (Speaking)
9783

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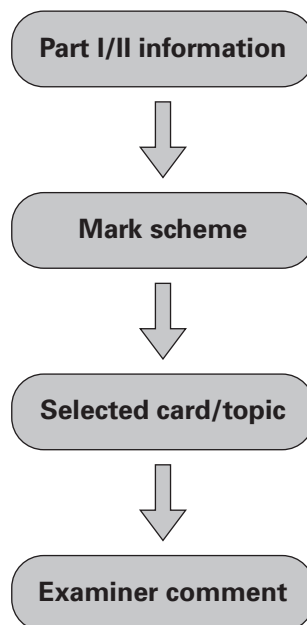
Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge Pre-U, and to show how different levels of candidates' performance relate to the subject's curriculum and assessment objectives.

Cambridge Pre-U is reported in three bands (Distinction, Merit and Pass) each divided into three grades (D1, D2, D3; M1, M2, M3; P1, P2, P3).

In this booklet a range of candidate responses has been chosen to illustrate each band. The examples selected are at D3, M3 and P3. Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

For ease of reference the following format for both parts of Paper 1 has been adopted:



Information about each part is followed by an extract from the mark scheme used by examiners. This, in turn, is followed by the card or topic that the candidate has selected to talk about, each with an examiner comment on performance. Comments are given to indicate where and why marks were awarded, and how additional marks could have been obtained. In this way, it is possible to understand what candidates have done to gain their marks and what they still have to do to improve their grades. The candidate recording that accompanies each examiner commentary is available to download from Teacher Support at <http://teachers.cie.org.uk>

Past papers, Examiner Reports and other teacher support materials are available on Teacher Support at <http://teachers.cie.org.uk>

Components at a glance

| Component | Name | Duration | Weighting (%) | Type of assessment |
|-----------|-----------------------|--------------------|---------------|---|
| 1 | Speaking | c. 16 minutes | 25 | Externally assessed oral |
| 2 | Reading and Listening | 2 hours 15 minutes | 25 | Externally set and marked written paper |
| 3 | Writing and Usage | 2 hours 15 minutes | 25 | Externally set and marked written paper |
| 4 | Topics and Texts | 2 hours 30 minutes | 25 | Externally set and marked written paper |

This booklet contains examiner comments for a selection of example candidate responses (recordings) for Paper 1 (Speaking). An Example Candidate Responses booklet for Papers 2, 3 and 4 can be found at Teacher Support <http://teachers.cie.org.uk>

Overview of Paper 1

30 marks – overview of article for up to 1 minute, discussion for up to 3 minutes, broadening of the discussion for up to 4 minutes

30 marks – prepared topic discussion (about 8 minutes)

Teachers are reminded that a full syllabus and other teacher support materials are available at www.cie.org.uk.

Part I: Newspaper article and related themes

Discussion of an article and related themes (about 8 minutes)

Twenty minutes before the start of their oral, candidates will choose a newspaper article with a title in the target language and a general topic heading in English (maximum length 200) from a choice of four. Each article and heading will relate to one of the topic areas in the syllabus. Candidates will present an overview of the article to the Visiting Examiner for up to one minute. Then, in a discussion with the Examiner lasting for up to 3 minutes, candidates will put forward their opinions on the text and the issues arising from it. It is intended that the article will be a springboard for discussion, so a detailed analysis will not be required. The Examiner will broaden the discussion according to the general heading on the card (4 minutes). Dictionaries are not allowed. Candidates may make notes during the preparation time and use these as a prompt during the task. They must not read out prepared material. Mark grids will assess comprehension and discussion as well as linguistic competence.

Mark scheme

| Comprehension and discussion (14 marks) | Range and accuracy (10 marks) | Pronunciation and intonation (6 marks) |
|--|---|---|
| 13–14 Excellent Excellent understanding of article and response to examiner's prompts. Shows initiative in developing discussion. | 9–10 Excellent Excellent level of accuracy. Confident and effective use of wide range of structures. | 6 Excellent Authentic pronunciation and intonation. |
| 11–12 Very good Very good understanding of article and response to examiner's prompts. Responds readily without undue hesitation. | 7–8 Very Good Very good level of accuracy, over range of structures. Tenses and agreements generally reliable, but some lapses in more complex areas. | 5 Very good Very good pronunciation and intonation. |
| 9–10 Good Good understanding of article and response to examiner's prompts. Reasonably forthcoming but tends to follow examiner's lead. | 5–6 Good Good level of accuracy, with some inconsistency. Some complex language attempted. Errors do not impair communication. | 4 Good Generally good pronunciation and intonation. |
| 7–8 Satisfactory Adequate understanding of article and response to most of examiner's prompts. Has difficulty with more complicated ideas. | 3–4 Satisfactory Gaps in knowledge of grammar. Communication impaired by errors. | 3 Satisfactory Satisfactory pronunciation and intonation. |
| 4–6 Weak Limited understanding of article and very limited responses, with marked hesitation. | 1–2 Weak Little evidence of grammatical awareness. Accuracy only in simple forms. | 2 Weak Many sounds mispronounced. |
| 1–3 Poor Minimal understanding of article and response to examiner's prompts. | | 1 Poor Native language heavily influences pronunciation and intonation, impeding communication. |
| 0 No significant understanding of article and response to examiner's prompts. | 0 No rewardable language. | 0 Wholly inauthentic pronunciation and intonation. |

Example candidate response – grade D3

Card 3

Theme: Education

Studiare da giornalista

Egregio Direttore,

Vorrei diventare giornalista, ma non so come prepararmi. Che cosa mi consiglia?

Alessandro

Caro Alessandro,

Rispondo a te e agli altri giovani che mi chiedono consigli su come prepararsi per diventare giornalista. Per diventare dei bravi giornalisti è importante avere talento e fantasia, ma occorrono anche metodo e studio. La creatività e la capacità di raccontare sono fondamentali, ma vanno accompagnate dal rigore, dalla volontà di essere precisi e puntuali.

Il mio primo consiglio è di leggere molto: giornali, riviste, libri, siti Internet e di farsi un piccolo archivio con le cose che vi hanno colpito di più, con gli articoli che vorreste aver scritto voi.

Secondo: cercate di essere capaci di leggere almeno in tre lingue e di parlarne un paio.

Terzo: acquisite competenze multimediali ma non fate di Internet la vostra guida e l'unica fonte d'informazione. Mescolate la vita vissuta con la Rete.

Quarto: studiate e specializzatevi. In economia, in finanza, in letterature orientali, in ingegneria (non vi dico in legge, comunicazione o scienze politiche perché già lo fanno il 99% degli aspiranti giornalisti).

Infine, non abbiate paura di cambiare idea. Magari tra trent'anni potreste essere un esponente politico o un grande chef.

In bocca al lupo!

Recording: 9783_12_Italian_ECR_Part1_D3.mp3

Examiner comment – grade D3

Comprehension and discussion

The candidate starts by providing a summary of the stimulus passage, mentioning some of the points made by the editor in response to the letter of an aspiring journalist. Although he does not mention all the points, he demonstrates a very good understanding of the stimulus. In the ensuing discussion he is forthcoming, keeps the conversation going and displays a wealth of ideas, both when talking about the stimulus and when exploring the wider issue of education. However, in response to the examiner's prompt, rather than explaining the relevance to journalism of speaking foreign languages, he draws from his personal experience to state the advantage of people growing up in different cultures, without making any specific reference to journalism. He does the same at different points in the discussion. Credit can be given for taking the initiative in developing the discussion and for the lack of hesitation but this has to be balanced with the fact that the response does not always follow the examiner's prompts.

Mark awarded = 11 out of 14

Range and accuracy

The candidate is capable of expressing himself clearly. A number of complex constructions are attempted, mostly successfully. He masters the use of the subjunctive and the conditional. Occasionally, some faulty agreements are produced, and the use of prepositions is at times uncertain, for example *di* is often used instead of *da* and a preposition omitted in front of an infinitive (e.g. *permette vedere*). Alongside impressive phrases like *rende più facile la transizione da adolescente ad adulto*, more modest attempts are also found, for example *non si possono permettere provvedere questi fondi*. There is a very good level of accuracy and a good range of vocabulary and structures, but with some lapses, especially in more complex areas.

Mark awarded = 7 out of 10

Pronunciation and intonation

Pronunciation and intonation are very good, with the only exception being the pronunciation of double consonants, which is not entirely mastered, for example, 'diretore' for *direttore*, 'legendo' for *legendo*, 'dobbiamo' for *dobbiamo*, 'diferente' for *differente*, 'sviluppa' for *sviluppa* and 'suficiente' for *sufficiente*.

Mark awarded = 5 out of 6

Total mark awarded = 23 out of 30

Example candidate response – grade M3

Card 4

Theme: Environment

Eliminare gli imballaggi

Si parla molto di riciclaggio e produzione di energia dai rifiuti, ma molto poco di prevenzione. La riduzione o eliminazione del packaging è un'ottima idea. Quanti imballaggi passano dalla borsa della spesa direttamente nel cestino della spazzatura? La scatola del dentifricio, il cartone che tiene insieme i pelati o le scatolette di tonno, il polistirolo e la plastica delle confezioni di frutta, verdura, formaggi, carni e così via. Allora dichiariamo guerra agli imballaggi inutili e inquinanti, all'incredibile numero di flaconi, pacchi e bottiglie di plastica che produciamo, imballaggi che occupano il 50% dello spazio nella spazzatura.

L'eliminazione degli imballaggi si può realizzare in modo molto semplice. Alcuni alimenti e prodotti, che al momento sono venduti preconfezionati in barattoli, lattine, vasetti o bottiglie, si possono acquistare senza packaging, usando contenitori che di volta in volta si portano a casa, si svuotano e si riempiono di nuovo la volta dopo. Certo, mancano le belle confezioni attraenti, ma per il resto è conveniente, comodo ed ecologico.

Questo approccio offre due vantaggi al consumatore: un risparmio economico e un risparmio in termini di impatto ambientale, oltre alla soddisfazione personale per aver contribuito, davvero e in prima persona, a "salvare il mondo".

Recording: 9783_12_Italian_ECR_Part1_M3.mp3

Examiner comment – grade M3

Comprehension and discussion

The candidate begins with a comprehensive and accurate summary of the article, yet the discussion of the article reveals that her understanding of it is less thorough. The examiner's prompts do not always produce the expected response (e.g. shoppers might not be keen on the idea, as it is difficult to buy one container for all the products). When the examiner introduces the issue of waste disposal to move onto a more general discussion, the candidate's response is that packaging can float on the sea and it is not good for the environment. The discussion then continues to other forms of pollution and the candidate is able to hold a brief discussion on car emissions and mentions again non-recyclable refuse, and that young people need to be made aware of environmental issues, but it is the responsibility of adults to save the planet. The candidate shows adequate understanding of the article and responds adequately to some of the examiners prompts, but has difficulty with more complicated areas.

Mark awarded = 7 out of 14

Range and accuracy

The use of basic language is generally accurate, with only occasional errors with gender and agreements and a wrong ending for the future tense, e.g. *avrò* instead of *avrà*. The candidate attempts some complex structures but these attempts are not always successful, e.g. *non fanno* instead of *non fatti* and *debba essere insegnante*.

Mark awarded = 5 out of 10

Pronunciation and intonation

The candidate's pronunciation and intonation are generally good. The only aspect which does not appear to have been entirely mastered is the pronunciation of double consonants, e.g. 'imbalagi' for *imballaggi* and 'etichete' for *etichette*.

Mark awarded = 4 out of 6

Total mark awarded = 16 out of 30

Example candidate response – grade P3

Card 4

Theme: Environment

Eliminare gli imballaggi

Si parla molto di riciclaggio e produzione di energia dai rifiuti, ma molto poco di prevenzione. La riduzione o eliminazione del packaging è un'ottima idea. Quanti imballaggi passano dalla borsa della spesa direttamente nel cestino della spazzatura? La scatola del dentifricio, il cartone che tiene insieme i pelati o le scatolette di tonno, il polistirolo e la plastica delle confezioni di frutta, verdura, formaggi, carni e così via. Allora dichiariamo guerra agli imballaggi inutili e inquinanti, all'incredibile numero di flaconi, pacchi e bottiglie di plastica che produciamo, imballaggi che occupano il 50% dello spazio nella spazzatura.

L'eliminazione degli imballaggi si può realizzare in modo molto semplice. Alcuni alimenti e prodotti, che al momento sono venduti preconfezionati in barattoli, lattine, vasetti o bottiglie, si possono acquistare senza packaging, usando contenitori che di volta in volta si portano a casa, si svuotano e si riempiono di nuovo la volta dopo. Certo, mancano le belle confezioni attraenti, ma per il resto è conveniente, comodo ed ecologico.

Questo approccio offre due vantaggi al consumatore: un risparmio economico e un risparmio in termini di impatto ambientale, oltre alla soddisfazione personale per aver contribuito, davvero e in prima persona, a "salvare il mondo".

Recording: 9783_12_Italian_ECR_Part1_P3.mp3

Examiner comment – grade P3

Comprehension and discussion

The candidate shows a limited understanding of the article. Some of the details provided come from previous knowledge rather than from the article itself (using paper bags or re-using plastic bags). She has some knowledge of the theme but finds it difficult to convey it, given the language limitations. At times the candidate gives the impression that the topic may have been prepared in English (*usare il 'mug' per il 'tea'* and *'il potere di vento'*), hence the difficulty in transferring the meaning. She mentions some points about the ozone layer, people's reluctance to use public transport and car sharing but she does not really develop the ideas further. There is frequent hesitation and the candidate appears to be searching for words.

Mark awarded = 6 out of 14

Range and accuracy

The candidate occasionally succeeds in using the subjunctive correctly, but generally she speaks in simple sentences and even these are not always properly formed. Some basic verb endings are inaccurate (e.g. *dica/dice*) and sentences are often disorderly or left unfinished. There is a frequent occurrence of distorted words, some guessable (e.g. *'ambientemente'*) and some not. Some instances of the wrong part of speech being used (e.g. *condivisione* used as a verb; *costo* instead of *costoso*; *consumare* instead of *consumatori*, which could be influenced by the English 'consumers'). Genders and agreements are frequently inaccurate.

Mark awarded = 2 out of 10

Pronunciation and intonation

The pronunciation is strongly anglicised, with many mispronounced sounds. For example, *futuro* and *altro* are hard to distinguish; *'fiumo'* and *fiumi* are used repeatedly instead of *fumo* and *fumi*; and *'factoria'* which, apart from being the wrong word, is mispronounced and stressed on the wrong syllable.

Mark awarded = 2 out of 6

Total mark awarded = 10 out of 30

Part II: Prepared oral topic

Prepared topic discussion (about 8 minutes)

Candidates will research a topic related to the history, current affairs or culture (including art, cinema, literature and traditions) of an area of the world where the target language is spoken. They will identify 5 to 8 headings within their topic, and submit these to Cambridge two weeks before the oral examination on the form provided. In the examination, candidates will be allowed to present their research for up to 1 minute (identifying interesting/contentious points in their topic, and reasons for choosing it) before discussion of the headings starts. Candidates can bring the headings into the examination to act as a prompt. They may also bring up to three pieces of visual material. Mark grids will assess knowledge as well as linguistic competence.

Mark scheme

| Factual knowledge and opinions (14 marks) | Range and accuracy (10 marks) | Pronunciation and intonation (6 marks) |
|---|---|---|
| <p>13–14 Excellent Excellent factual knowledge of subject, understanding, illustration and opinion. Excellent preparation and discussion.</p> | <p>9–10 Excellent Excellent level of accuracy. Confident and effective use of wide range of structures.</p> | <p>6 Excellent Authentic pronunciation and intonation.</p> |
| <p>11–12 Very good Comprehensive knowledge of the subject, demonstrating clear understanding and using appropriate illustration. Range of relevant opinion, confidently discussed.</p> | <p>7–8 Very Good Very good level of accuracy, over range of structures. Tenses and agreements generally reliable, but some lapses in more complex areas.</p> | <p>5 Very good Very good pronunciation and intonation.</p> |
| <p>9–10 Good A good range of knowledge, generally well used. Relevant opinions. Ideas discussed well.</p> | <p>5–6 Good Good level of accuracy, with some inconsistency. Some complex language attempted. Errors do not impair communication.</p> | <p>4 Good Generally good pronunciation and intonation.</p> |
| <p>7–8 Satisfactory Solid base of knowledge, but insecure in some areas. Opinion adequate. Not always able to develop discussion.</p> | <p>3–4 Satisfactory Gaps in knowledge of grammar. Communication impaired by errors.</p> | <p>3 Satisfactory Satisfactory pronunciation and intonation.</p> |
| <p>4–6 Weak Limited knowledge, with obvious gaps. Some irrelevance and repetition. Opinions limited. Discussion pedestrian and/or hesitant.</p> | <p>1–2 Weak Little evidence of grammatical awareness. Accuracy only in simple forms.</p> | <p>2 Weak Many sounds mispronounced.</p> |
| <p>1–3 Poor Very limited knowledge. Material very thin and vague. Very hesitant discussion.</p> | | <p>1 Poor Native language heavily influences pronunciation and intonation, impeding communication.</p> |
| <p>0 No knowledge shown of topic.</p> | <p>0 No rewardable language.</p> | <p>0 Wholly inauthentic pronunciation and intonation.</p> |

Example candidate response – grade D3

Chosen topic: *La chimera* by S Vassalli

Recording: 9783_12_Italian_ECR_Part2_D3.mp3

Examiner comment

Factual knowledge and opinions

The candidate introduces the novel by offering a brief outline of the plot and setting the context. As the novel is set between 1590 and 1610, the candidate is invited to express his view as to whether *La chimera* can be labelled as historical. He offers a partially convincing explanation of the reason why the novel could be called historical, and then he talks more confidently about the themes that make the novel relevant today. Talking about the protagonist's death, he draws a parallel between her death and Christ's. The candidate might have made more of explaining the historical nature of the novel, the relevance of the title and the significance of the parallel drawn between Antonia's death and Christ's. Nevertheless, he demonstrates a good range of knowledge, of which he makes good use in the discussion and copes without undue hesitation when challenged outside the headings.

Mark awarded = 10 out of 14

Range and accuracy

The candidate is capable of expressing himself clearly, using a good range of structures, although not always successfully (e.g. *è venuto scritto, su è successo*). Tenses and agreements are generally reliable, with only minor slips. The range of vocabulary is good, with only occasional limitations, such as '*trarle a Novara*', '*il camminante*', and '*li sgridano*'.

Mark awarded = 8 out of 10

Pronunciation and intonation

Pronunciation and intonation are good, with isolated instances of stress on the wrong syllable, such as *ovest* for *ovest*, and mispronounced double consonants, such as '*adotata*' for *adottata*.

Mark awarded = 4 out of 6

Total mark awarded = 22 out of 30

Example candidate response – grade M3

Chosen topic: *Venezia, l'acqua alta e il MoSE*

Recording: 9783_12_Italian_ECR_Part2_M3.mp3

Examiner comment

Factual knowledge and opinions

The candidate starts with a well-prepared presentation which, although sounding a bit rehearsed, is delivered without difficulty and with the right intonation, showing that the language is within her reach. She details the reasons for her interest and briefly refers to the way that Venetians cope with recurring flooding. When asked about the reasons for Venice's vulnerability, with a little struggle she manages to adapt her knowledge into a coherent response to the examiner's question. She does not elaborate on the Adriatic high tide, which is only mentioned in passing while explaining the working of the MoSE. She explains the warning systems and the IT programme to find the quickest way to get to the emergency spot, and introduces the MoSE project. The examiner asks a question and the candidate has to adjust. She then explains the working of the barrier. Not much is offered about the controversy surrounding the project or about the world-wide concern to save Venice. The question of whether an entrance fee could be charged is not really answered, but the candidate shifts the focus onto the reasons why the Venetians are having to move to the mainland. Generally the candidate displays a solid knowledge of the chosen topic, but with some gaps. She is more confident in relating factual knowledge than expressing opinion and developing discussion but, nonetheless, she sustains the conversation.

Mark awarded = 7 out of 14

Range and accuracy

The candidate uses a good range of vocabulary and structures and does this successfully when drawing from the prepared material, with only occasional lapses (e.g. *un sistema in cui si stati inseriti*). Inconsistencies appear when she has to produce language on the spot, in response to the examiner's questions, for example *ha avuto* instead of *ho avuto*; *per dare il denaro* instead of *dando il denaro*, and *andare* instead of *vanno*. Otherwise, there is a good level of accuracy with only occasional slips with agreements.

Mark awarded = 5 out of 10

Pronunciation and intonation

Pronunciation and intonation are generally good. The only aspect which does not appear to have been entirely mastered is the pronunciation of double consonants, such as 'belissima' for *bellissima*, 'placa' for *placca*, 'tetonica' for *tettonica* and 'programa' for *programma*.

Mark awarded = 4 out of 6

Total mark awarded = 16 out of 30

Example candidate response – grade P3

Chosen topic: *I problemi del turismo in Italia*

Recording: 9783_12_Italian_ECR_Part2_P3.mp3

Examiner comment

Factual knowledge and opinions

The candidate starts with a presentation of the positive effects of tourism on the individual and then moves on to the problem on Lake Garda. In an attempt to broaden the discussion, the examiner asks if it is only Lake Garda that is affected by this issue and the candidate seems to be convinced that this is the case and then introduces the problem of price increases caused by tourism, which affects Plymouth as well as Lake Garda. The candidate repeats the concept of tourism as a way to open-mindedness and the examiner tries to divert, by introducing immigration as a possible way to open people's minds. The candidate does not have much to offer but says that 'Plymouth doesn't have many tourists.' The candidate makes reference to her visit to Italy and the examiner lingers a little on that to then take the discussion back to problems caused by tourism. There is a little comment on the environmental impact caused by travel and refuse. Then, drawing from the headings supplied by the candidate, the examiner shifts the discussion onto fast food becoming popular at the expense of local restaurants. When the headings have been exhausted, the discussion is drawn to a close. The candidate's knowledge of the topic is rather restricted, repetitions are frequent and her opinions are limited. To the candidate's credit, she keeps the conversation going, but the level of discussion is not particularly high.

Mark awarded = 5 out of 14

Range and accuracy

The range of vocabulary and structures is rather limited and even some of the basic verbal endings are not accurately formed (e.g. '*I prezzi aumento*', '*ho abito*') or omitted at times. The candidate does not use *c'è*. Gender and agreements are inaccurate. Occasionally communication is impaired, perhaps more because of a lack of range than of accuracy (e.g. '*non è bellissimo per la tua compagna*'; *ore* instead of *volte*; '*McDonald ... che si alloggia per i turisti*').

Mark awarded = 3 out of 10

Pronunciation and intonation

Many sounds are mispronounced, either because of an English influence (e.g. '*culciure*', '*cuicina*', *cosa* instead of *causa*, '*omento*', '*erio*', '*aidia*'; *fiumi* instead of *fumi*) or lack of knowledge of Italian spelling conventions (e.g. *ce/che*).

Mark awarded = 2 out of 6

Total mark awarded = 10 out of 30

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