

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
Cambridge Pre-U Certificate  
Short Course

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**ITALIAN**

**1346/02**

Paper 2 Listening, Reading and Writing

**May/June 2009**

MARK SCHEME

Maximum Mark : 90

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This document consists of **8** printed pages.



## Part I: Listening

### Brano d'ascolto 1

1. classico (**example**)
2. passanti
3. messaggio
4. la scrittura
5. classe
6. pomeriggio

[1]  
[1]  
[1]  
[1]  
[1]

**[5 marks]**

### Brano d'ascolto 2

Accept	Reject
<p><b>7.</b> I loro vini Si trovano nelle migliori enoteche/si vendono all'estero [1]</p> <p><i>(1 cellar to 4?)</i></p>	
<p><b>8.</b> Produce meno vino/uva di prima [1] Perché (adesso) puntano sulla qualità/sui consumatori più ricchi [1]</p>	
<p><b>9.</b> Meno disoccupazione / più occupazione [1] Meno emigrazione [1]</p>	
<p><b>10.</b> 2.500.000 / due milioni e mezzo [1]</p>	
<p><b>11.</b> Unione (or concept) [1] Di tradizione e progresso [1]</p>	
<p><b>12.</b> Ci sono 3 cantine in più / Da una cantina sono diventate 4 [1]</p>	
<p><b>13.</b> Daranno più spazio a / si concentreranno di più sulla sperimentazione [1]</p>	

**[10 marks]**

**Brano d'ascolto 3**

<b>Accept</b>	<b>Reject</b>
14. He has declared war on them/ put a ban on them [1]	
15. They have sent one of their journalists [1] To see what the life of a windscreen cleaner is/was like [1]	
16. White vest / t-shirt [1] <u>Torn</u> jeans [1] Baseball cap [1] <b>(2 of 3)</b>	
17. (less than) 3 minutes/ the space of a red traffic light [1] The police stopped him [1]	blocked
18. They insulted him/swore at him [1]	
19. Humiliating/frustrating/unpleasant [1]	
20. Tough/harsh/hard [1]	
21. Because he was a journalist/had an ID card (or similar inference) [1]	
22. He had no money in his pocket/ he hadn't been paid/ he hadn't cleaned a windscreen [1]	
23. To get beggars off the streets [1] (Clamp-down, squeeze)	
24. A (blind) grandmother / elderly lady [1] Fell over a beggar (injuring herself) [1]	

[15 marks]

[Total Listening: 30 marks]

## Part II: Reading

### Testo di lettura 1

Accept	Reject
<b>25.</b> Si impiega <u>meno</u> tempo / è <u>più</u> veloce della macchina [1]	
<b>26.</b> Ci può essere cattivo tempo ( pioggia ecc.) / si deve attraversare i binari del tram [1]	
<b>27.</b> Perché vogliono vedere qual è il mezzo di trasporto più lento / a reference to <i>La Lepre e la Tartaruga</i> / Any suitable inference [1]	
<b>28.</b> La macchina rimane il loro mezzo di trasporto preferito [1] Ma rimangono imbottigliati quando la usano [1]	

[5 marks]

**Testo di lettura 2**

Accept	Reject
<p><b>29.</b> Perché costano troppo [1]            Perché alcuni ragazzi si comportano male [1]            Perché gli insegnanti non sono più disposti ad accompagnare i ragazzi [1]</p> <p><i>(Vetter suggests: "commettono atti di vandalismo")</i></p> <p style="text-align: right;"><b>(2 of 3)</b></p>	
<p><b>30.</b> Un periodo di inattività / un periodo in cui non facevano niente [1]            Sono più stimolati / hanno più attività organizzate [1]</p>	
<p><b>31.</b> I bambini hanno vacanze lunghe / troppo tempo libero [1]            I camp estivi offrono una soluzione al problema [1]</p>	
<p><b>32.</b> Lo studio di una lingua straniera [1]</p>	
<p><b>33.</b> È una cosa normale per gli altri europei / non è una novità [1]</p>	
<p><b>34.</b> Perché se no queste tradizioni scompariranno / per mantenere una conoscenza delle tradizioni contadine [1]</p>	
<p><b>35.</b> Any suitable inference e.g. Bene perché adesso c'è domanda da parte dei genitori [1]</p>	

**[10 marks]**

**Testo di lettura 3**

<b>Accept</b>	<b>Reject</b>
<p><b>36.</b> Ring twice [1] Climb the stairs [1]</p>	
<p><b>37.</b> (In the historic centre of) Imperia [1] Because the postmen are overloaded with work/letters [1]</p>	
<p><b>38.</b> It means they offer a better / more efficient / more streamlined service [1]</p>	
<p><b>39.</b> With understanding/comprehension [1]</p>	
<p><b>40.</b> Some have moved their letter box (to the ground floor) [1]</p>	
<p><b>41.</b> Elderly people [1]</p>	
<p><b>42.</b> People do not put their name clearly on their letter box [1] Postmen do not know the roads/exactly where the blocks of flats are [1]</p>	
<p><b>43.</b> To leave the post on the first few steps [1]</p>	
<p><b>44.</b> By insisting that time is of the essence[1] It is unreasonable to expect postmen to go up and down stairs [1]</p>	
<p><b>45.</b> A (palmtop) computer [1] Which will improve efficiency [1]</p>	

**[15 marks]**

**[Total Reading: 30 marks]**

### Part III: Writing

#### 46a/46b Short Course Writing Task (30 marks)

- **Content (15 marks)**
- **Quality of Language (15 marks)**

#### Content

15	<i>Excellent</i>	Excellent response. Ideas and points very effectively organised, illustrated with relevant examples and developed within a carefully planned framework. Wholly relevant and convincing.
12-14	<i>Very good</i>	Very good response. Organisation logical and clear. Ideas and arguments well sequenced, illustrated with relevant examples and developed with occasional minor omissions. Coherent discussion.
9-11	<i>Good</i>	Good response. Most or main points of question explored. Organisation generally logical and clear. Ideas and examples adequately sequenced, or developed unevenly or with some lapses.
6-8	<i>Adequate</i>	Satisfactory response. Some implications of question explored. Evidence of argument, but organisation not always effective. Patchy or unambitious sequencing. Some omissions and/or irrelevance.
3-5	<i>Basic</i>	Limited understanding of question. A few relevant points made. Rambling and/or repetitive.
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.

## Quality of Language

15	<i>Excellent</i>	Excellent range of vocabulary and complex structures. Very high and consistent level of accuracy, with few, mostly minor, errors.
12-14	<i>Very good</i>	Appropriate use of a wide range of vocabulary, complex sentence patterns and structures. Able to use idiom. Impression of fluency and sophistication. Very accurate grammar. Few errors.
9-11	<i>Good</i>	Good range of vocabulary, with a variety of complex sentence patterns, though with occasional lapses in correct usage. Impression of enterprising use of structures and little repetition. Good level of accuracy, over broad range of structures. Tenses and agreements generally reliable, but some lapses in more complex areas.
6-8	<i>Adequate</i>	Adequate range of vocabulary, but some repetition and occasional lexical error. Some complex sentence patterns appropriate to the task, but with variable success. Occasional native language influence. Adequate level of accuracy but overall performance inconsistent. Familiar structures usually correct and some complex language attempted, but with variable success. Errors do not impair communication significantly.
3-5	<i>Basic</i>	Limited range of vocabulary, with frequent repetition and significant lexical errors. Occasional attempts at more complex sentence patterns, but often impression of 'translated' language that impedes communication at times. Gaps in knowledge of basic grammar. Communication impaired by significant errors e.g. adjectival agreements, verbs forms and common genders.
1-2	<i>Poor</i>	Very limited range of vocabulary with frequent native language interference and wrong words. Simple sentence patterns and very limited range of structures. Little evidence of grammatical awareness. Accuracy only in simple forms.
0		No rewardable language.