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**ITALIAN (PRINCIPAL)**

**9783/03**

Paper 3 Writing and Usage

**May/June 2017**

MARK SCHEME

Maximum Mark: 60

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**Published**

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This document consists of **6** printed pages.

**Part I: Writing (40 marks)****Discursive Essay**• **Accuracy and linguistic range (24 marks) [AO2]**

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 (16 marks) [AO3]**

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.

Question	Answer	Marks
<p><b>Indicative Content</b></p> <p>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)	<p>Candidates should assess the extent to which the experience of travelling still offers the same opportunities for discovering new things as it used to. On one side of the argument, they might conclude that in the age of Google Earth and travel documentaries, it is impossible for travellers to be genuinely surprised by what they discover. They might also point to the relatively recent phenomenon of mass immigration as a factor in reducing the mystique and exoticism of foreign countries and their cultures. On the other hand, they might argue that it is still possible for travellers to make new discoveries because the experience of ‘virtual travel’ (i.e. by computer / guide book) is nothing more than a pale imitation of the real thing, and that those who think they know what to expect from a visit to some of the more exotic corners of the world in fact have no more idea than those in Renaissance societies listening to the tales of their compatriots who had ventured abroad. Either way, points should be justified and perhaps backed up with appropriate examples from the candidates’ own travels.</p>	<b>30</b>
1(b)	<p>Candidates should assess whether young people who make frequent use of virtual communication tools (social networks and the like) find it more or less difficult to establish relationships with other people in the real world. They might argue that excessive use of virtual communication tools alters young people’s expectations of their peers in real world relationships and does therefore obstruct their capacity for establishing relationships; they might point to the fact that the control one has of one’s online persona is impossible to transfer to the real world. Conversely, they might argue that so many young people make regular use of these tools that (almost) everyone is experiencing real world relationships in the same way, and consequently that their capacity for establishing these is not impaired. They may even argue that virtual communication has made young people both more sociable and more capable of empathy, and therefore better equipped to establish real-world relationships.</p>	<b>30</b>
1(c)	<p>Candidates are asked to assess whether it is unfair or inevitable that women who want to have a career and a family have to make compromises. This is a contentious issue on which candidates are likely to have strong views. Initially they might dispute the title statement, arguing that not all women who want to have a career and a family have to make compromises. They may also attempt to analyse and explain what they understand by ‘making compromises’, perhaps giving some examples. On one side of the debate, they might argue that it is unfair that women have to make these compromises, perhaps seeing societies as institutionally sexist and unequal. Equally, they might see this as an inevitable result of biology. They are likely to offer their ideas for how future societies can be more egalitarian in this respect.</p>	<b>30</b>

Question	Answer	Marks
1(d)	Candidates are asked to decide whether people would look after their health better if they had to pay for access to doctors and hospital treatment. The question of whether a free health service for all is the moral responsibility of a civilised society or a luxury which encourages abuse is likely to polarise candidates. On one side, they could argue that people would take better care of themselves if they had to pay every time they went to the doctor; the most likely areas for discussion here are lifestyle choices such as smoking, drinking alcohol, using drugs and not exercising. On the other hand, they might decide that free medical care should be offered to those who need it, regardless of their perceived responsibility for their illness. Candidates might offer a comparison between health services with which they are familiar to substantiate their points.	<b>30</b>
1(e)	Candidates are asked to decide whether we should be scared of the increasing power of the developing economies. They might see this development and increasing power in economic terms or in military or political ones. Some candidates might argue that the development of these countries' economies is a good thing for the global economy, especially with the relatively slow growth of Western economies; they might also make the point that these countries have the same right to their economic miracles as the Western countries had to theirs. They could even argue that increased trade between these countries and the West might make the world a safer place. On the other side, they might decide that we have good reason to be scared of this development; they could point to environmental consequences, or to the fact that countries with different – less 'civilised' – approaches to human rights should not be allowed to develop significant global influence. They might even argue that this development makes war more likely.	<b>30</b>

Question	Answer	Marks
<b>Part II: Usage (20 marks)</b>		
<b>Esercizio 1</b>		
2	verranno	1
3	ci siamo innamorati	1
4	vedessi	1
5	traducevo (ho tradotto)	1
6	avessi spento	1
	<b>Total:</b>	<b>5</b> <b>[AO2]</b>

Question	Answer	Marks
<b>Esercizio 2</b>		
7	Si può perdere peso se <u>si evitano</u> le bibite zuccherate.	1
8	Mi ha presentato suo marito senza <u>avermene (mai) parlato (prima)</u>	1
9	Pur <u>non parlandolo</u> , (parlando lo spagnolo) riesco a capire lo spagnolo scritto.	1
10	Paola mi aveva detto che probabilmente <u>non (ci) sarebbe stata</u> al concerto.	1
11	L'agenzia di viaggi <u>presso cui (la quale) Luigi ha fatto uno stage</u> era a Parigi.	1
	<b>Total:</b>	<b>5</b> <b>[AO2]</b>

Question	Answer	Marks
<b>Esercizio 3:</b>		
Award a tick for each correct response, then see the conversion table to turn the ticks into marks.		
12	per	
13	riguarda	
14	fra	
15	nella	
16	quanto	
17	la quale	

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
18	butta	
19	televisive	
20	gli	
21	chi	
22	proprio	
23	eppure	
24	affatto	
25	quindi	
26	quello	
27	rispetto	
28	basta	
29	per	
30	servono	
31	di	

**Conversion table:**

<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

**Total: 10**  
**[AO2]**