

Mark Scheme (Results) Summer 2010

GCE

GCE Italian (6IN04/01)
Research, Understanding and Written
Response

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Section A: Translation

Question 1

Question number	Question	Answer
1	Anna had been studying	Anna studiava
	Italian	(l')italiano
	for two years	da due anni
	when she came	quando è venuta Reject: arrivata
	to Venice	a Venezia
	for the conference	per il convegno/la conferenza
	She had read a lot	aveva letto molto
	about the city	Sulla/della/riguardo alla città
	and couldn't wait	e non vedeva l'ora/era impaziente/aspettava con impazienza
	to visit it	di visitarla
	After leaving	dopo aver lasciato/dopo che ha lasciato
	her luggage	il (suo) bagaglio/i (suoi) bagagli
	at the hotel	in albergo/all'albergo/al suo albergo/hotel
	she went	è andata
	straight to St. Mark's Square	subito/direttamente/immediatamente a (in/alla) Piazza (di) San Marco
	She sat down	si è seduta
	at a café	a/in un bar/caffè
	and ordered	e ha ordinato/ha chiesto/ha domandato Reject ha richiesto
	something to drink	(qualcosa) da bere
	She could see people	vedeva (della/la) gente/(delle/le) persone
	enjoying themselves	che si divertiva(no)/divertirsi/ si stava(no) divertendo
	and taking photos	e faceva(no)/fare foto/stava(no) facendo (delle/le) foto(grafie) Reject prendere foto
	She would have been	sarebbe stata
	delighted to	contenta/felice di
	stay there	rimanerci/starci rimanere/stare/restare là/lì
	all day	(per) tutta la giornata/tutto il giorno
but unfortunately	ma sfortunatamente/purtroppo	
it was time	era ora/tempo/il momento	
to start	di cominciare/iniziare	
work	a lavorare/il lavoro	
Mark		
30/3 = 10		
Spelling errors and omission of essential accents would render a section incorrect.		NB <i>Passato remoto</i> instead of <i>passato prossimo</i> also acceptable
30 marks divided by 3		

Section B: Creative or Discursive Essay

Question 2: Below are the Suggested ideas for essays. Candidates may well come up with entirely different material which will be rewarded on its merits as a response to the task.

Creative Essay

Question Number	Question
2 (a)	<p>Tornando a casa Paolo ha incontrato la sua amica Laura. Laura è scoppiata in lacrime...</p> <p>Scrivi la continuazione di questa storia, spiegando perché Laura si è messa a piangere e come va a finire la situazione.</p>
	Suggested Answer
	This will provide candidates with the opportunity to write an interesting and imaginative story about the characters. There will be an account of why Laura has started to cry as well as an explanation of how the situation has come about. The response will also include a conclusion to the story, likely to be a resolution. The story should be developed and well structured.
	Mark
	(45)

Question Number	Question
2 (b)	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Rissa in centro città Quattro giovani arrestati, tutti ubriachi</p> </div> <p>Scrivi un articolo giornalistico basato su questo titolo.</p>
	Suggested Answer
	The headline depicts an argument in the city centre. It is likely that the candidate will write a story outlining what took place and the causes thereof, as well as a possible discussion of the wider social significance of this type of 'event'. Any logical or creative development could follow on from an initial 'setting the scene' of the story.
	Mark
	(45)

Question Number	Question
2 (c)	 <p>Sei in vacanza in Italia quando vedi questa scena. Spiega quello che succede, quello che fai tu e come va a finire.</p>
	Suggested Answer
	The picture shows a pickpocket on a bike and the candidate is asked to write about how this situation comes about, what they do themselves and how the situation ends up. Any logical or creative development could follow on from an initial 'setting the scene' of the story.
	Mark
	(45)

Discursive Essay

Question Number	Question
2 (d)	'La religione è la causa principale di conflitto nella società'. Fino a che punto sei d'accordo con questa affermazione? Giustifica la tua risposta.
	Suggested Answer
	Candidates will offer balanced opinions about the role of religion in society. They will offer advantages and disadvantages of religion in the context of society and reach a conclusion as to whether or not they consider religion to be a major cause of conflict in society. The information should be structured and follow a coherent argument throughout.
	Mark
	(45)

Question Number	Question
2 (e)	Nella scelta di una vacanza conta di più l'aspetto economico o quello ambientale?
	Suggested Answer
	Candidates will outline the main economic and environmental issues surrounding the choice of holidays. They will offer a balanced argument and reach a conclusion based on the arguments put forward. Information should be presented in a structured and coherent manner.
	Mark
	(45)

Question Number	Question
2 (f)	Andare all'università o no? Quali sono le preoccupazioni principali per i giovani che devono prendere questa decisione?
	Suggested Answer
	Candidates will outline the main concerns regarding this decision and they will offer arguments for and against going to university based on common concerns. Candidates will offer a balanced argument and reach a conclusion based on these arguments. The arguments should be balanced and the conclusion should reflect these in a coherent manner.
	Mark
	(45)

Question Number	Question
2 (g)	A tuo parere è giustificabile che i governi spendano così tanti soldi per avvenimenti sportivi internazionali?
	Suggested Answer
	Candidates will present a balanced argument considering all the key points for and against. Candidates may be able to provide specific examples however it is more likely that they describe and outline the concept of their argument. The essay should be well structured and come to an informed conclusion.
	Mark
	(45)

Discursive Essay or Creative Writing Assessment Grids

Mark	AO2: Understanding and Response: Creative Writing
0	No rewardable understanding or response
1 - 3	Largely irrelevant. Minimal use of stimulus
4 - 6	Some relevant points made. Unimaginative use of stimulus
7 - 9	Satisfactory understanding of question and response to stimulus
10 - 12	Good to very good understanding of question and response to stimulus
13 - 15	Very Good to excellent understanding of question and imaginative response to stimulus

Mark	AO2: Understanding and Response: Discursive Essay
0	No rewardable understanding or response
1 - 3	Minimal understanding of question or relevant discussion
4 - 6	Limited understanding of question
7 - 9	Satisfactory understanding of question. Some implications of questions addressed
10 - 12	Good to very good understanding of question. Main implications of question addressed
13 - 15	Very Good to excellent understanding of question. Implications of question fully grasped

Mark	AO2: Organisation and development
0	No rewardable organisation and development
1 - 3	Minimal organisation and development. Answer largely disorganised
4 - 6	Limited organisation and development. Structure lacks coherence
7 - 9	Organisation and development not always logical and clear
10 - 12	Organisation and development logical and clear
13 - 15	Extremely clear and effective organisation and development of ideas

Mark	AO3: Range and application of language
0	No rewardable range and application of language
1 - 2	Inadequate range of lexis and structures. Very limited ability to manipulate
3 - 4	Restricted range of lexis and structures. Limited ability to manipulate language
5 - 6	An adequate range of lexis and structures. Successful manipulation of language/attempts to handle complex structures not always successful
7 - 8	A wide range of appropriate lexis and structures. Successful manipulation of language
9 - 10	Rich and complex language. Very successful manipulation of language

Mark	AO3: Accuracy of the target language
0	Language so inaccurate that no reward is possible
1	Accuracy only in the simplest form. A high incidence of basic error
2	Communication impaired at times by basic errors eg agreements, verb forms. Some familiar language is accurate
3	A number of major errors made, without impairing communication significantly. Familiar forms and structures usually accurate
4	Few errors, mostly of a minor nature
5	High degree of accuracy with minimal and minor errors

Question Number	Question	Marks
3	This is for the research-based essay.	45

Mark	AO2: Reading Research and Understanding
0	No rewardable material presented
1 - 6	Minimal understanding. Almost no evidence of reading and research
7 - 12	Limited understanding. Little evidence of reading and research
13 - 18	Adequate understanding. Some evidence of reading and research
19 - 24	Good to very good understanding. Clear evidence of in depth reading and research
25 - 30	Very good to excellent understanding . Clear evidence of extensive and in depth reading and research

Mark	AO2: Organisation and development
0	No rewardable organisation and development
1 - 2	Limited organisation and development. Structure almost wholly lacking in coherence
3 - 4	Some organisation and development. May be rambling and/or repetitive
5 - 6	Adequate organisation and development of material. Development patchy and/or unambiguous
7 - 8	Good organisation and development. Material well planned and sequenced with minor lapses
9	Very good organisation and development. Material very effectively marshalled and developed within a carefully planned framework

Mark	AO3: Quality of Language
0	No rewardable language
1	Very basic level of communication. Language often breaks down because of lack of linguistic knowledge and/or ability to use structures. Very inaccurate
2	Some communication achieved on a basic level but often lacks comprehensibility. Limited linguistic range; basic sentence construction. Register often inappropriate
3 - 4	Satisfactory communication. Inaccurate language occasionally impedes comprehensibility. Fair range of appropriate lexis. Structures often well handled
5	Good communication. Errors rarely impede comprehensibility. Language mainly accurate and appropriate. Good range of lexis and structures. Good handling of complex structures and use of idioms
6	Very good communication. Language almost always fluent, varied and appropriate. Wide range of lexis and structures. High level of accuracy

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