

Mark Scheme (Results)

Summer 2013

GCE Italian (6IN04/01)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Section A: Translation

Question 1

Question number	Question	Answer
	1. More and more	Sempre più
	2. young Italians	giovani italiani
	3. live with their parents	vivono /abitano con i (loro) genitori
	4. until they are 30.	fino a(i) trent'anni / fino a quando hanno trent'anni / fino all'età di trent'anni Accept also: trenta anni / 30 anni
	5. This seems	Questo / Ciò sembra/pare
	6. to confirm	confermare
	7. the idea that	l(a)'idea che
	8. Italian boys especially	(soprattutto / specialmente / in particolare / particolarmente) i ragazzi italiani (soprattutto)
	9. are too dependent	sono/siano troppo dipendenti / dipendano / dipendono troppo
	10. on their mothers.	dalle (loro) madri / mamme/ dalla (loro) mamma.
	11. However,	Comunque/Tuttavia / Però /Ciò nonostante
	12. many parents	molti / tanti genitori
	13. are happy	sono contenti / felici
	14. for their children	che i (loro) figli
	15. to continue to live with them.	continuino a vivere / abitare / stare con /da loro.
	16. What's more, Italy has	Inoltre / In più / Per di più /Oltre a tutto l'Italia ha
	17. a high level of	un alto livello di / un livello alto ("alto" can follow after "disoccupazione") di
	18. unemployment	disoccupazione
	19. for graduates	per / tra i laureati
	20. and the cost of living	e il costo della vita
	21. has increased.	è aumentato/cresciuto.
	22. A minister	Un ministro
	23. has suggested	ha suggerito / ha proposto
	24. an extreme solution	una soluzione estrema / un(a)'estrema soluzione
	25. to the problem	al / per il problema
	26. proposing	proponendo
	27. a law	una legge
	28. which would force	che costringerebbe (costringa) / obbligherebbe (obblighi)
	29. young people to leave home	i ragazzi / i giovani / la gente giovane / le persone giovani ad andarsene/andar via di casa / a lasciare casa
	30. when they become adults.	quando diventano / divengono adulti.
Spelling errors and omission of essential accents would render a section incorrect.		Mark
30 marks divided by 3		30/3 = 10

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)	Scrivi la continuazione di questa storia.
	Suggested Answer
	This will provide candidates with the opportunity to write an interesting and imaginative story about the situation which has occurred. There will be an account of what has happened and what then ensues as a result, in this instance who they met and what life-changing consequences it had on them. The response will also include a conclusion to the situation. The story should be developed and well structured.
	Mark (45)

Question Number	Question
2 (b)	Scrivi un articolo basato su questo titolo.
	Suggested Answer
	The headline is about two teenagers running away from home after meeting via Facebook. Any logical or creative development could follow on from the initial 'setting the scene' of the story. It should be written in journalistic style so it may contain interviews with some of the people involved in the story.
	Mark (45)

Question Number	Question
2 (c)	IMAGE
	Vedi questa scena. Spiega quello che succede, quello che fai tu e come va a finire.
	Suggested Answer
	This is an invitation for the candidate to write about a dialogue between two students taking part in this demonstration. The candidate is asked to explain also why the students are demonstrating. An initial setting of the scene should allow for subsequent creative development here.
	Mark (45)

Discursive Essay

Question Number	Question	
2 (d)		
	Suggested Answer	
	Candidates will discuss the key points for and possibly against the study of foreign languages nowadays. Although the argument should be balanced, pros and cons are not required. Candidates will undoubtedly take a strong viewpoint and conclusions should be fully justified and clearly expressed.	
		Mark
		(45)

Question Number	Question	
2 (e)		
	Suggested Answer	
	Candidates will present a balanced argument taking a stance on whether the media have too much power in our society. The essay should be well structured and come to an informed conclusion.	
		Mark
		(45)

Question Number	Question	
2 (f)		
	Suggested Answer	
	Candidates will have to consider whether marriage is still an important institution in our society. The essay should be balanced and reach an informed conclusion. All points should be logically sequenced and coherent.	
		Mark
		(45)

Question Number	Question	
2 (g)		
	Suggested Answer	
	Candidates will consider whether it is true that our society is too consumerist. Candidates may be able to provide specific examples. 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

Section C: Creative or Discursive Essay

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

Section C: Research-based project

(Questions and expected responses)

Q.3 (a) Quale ti sembra l'aspetto più negativo della città o regione studiata? Spiega il motivo della tua scelta.

Candidates will have to describe the negative aspects of their chosen region/city and explain the reasons for their choice.

Q.3 (b) Qual è il fattore principale che ha influenzato lo sviluppo degli avvenimenti nel periodo storico studiato? Giustifica la tua risposta.

Candidates will have to consider the main factor that influenced events in the historic period they have studied.

Q.3 (c) Il futuro dei giovani italiani sembra essere sempre più difficile. Quali fattori contribuiscono maggiormente a questa situazione?

Candidates will have to consider which factors are affecting the future of young Italians in present-day Italian society.

Q.3 (d) Fino a che punto gli avvenimenti del libro/film che hai studiato cambiano il/la protagonista?

Candidates will have to consider to what extent the main character in their chosen Italian book/film is changed by the events in the book/film.

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