

# Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE  
In Italian (6IN04) Paper 01  
Unit 4: Written Response and  
Research

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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	1. Italian is	L'italiano è
	2. the fourth [most studied] language	la quarta lingua
	3. most studied	più studiata
	4. in the world	del/al/nel mondo.
	5. Its popularity	La sua popolarità
	6. is due to	è dovuta a / si deve a / è causata da REJECT è a causa di / grazie a
	7. various factors,	vari/diversi fattori, REJECT molti
	8. first of all	prima di tutto/innanzi tutto/innanzitutto.
	9. Italian culture	la cultura italiana
	10. with its music and literature,	con la (sua) musica e (la) (sua) letteratura,
	11. but also its food.	ma/però anche il (suo) cibo / il (suo) mangiare / la (sua) gastronomia.
	12. Many people	Molta/tanta gente / molte/tante persone
	13. have started	ha / hanno cominciato a
	14. to study Italian	studiare (l')italiano
	15. in order to be able	per poter(e) / essere capaci di / essere in grado di
	16. to cook	cucinare/preparare
	17. their favourite dishes.	i suoi/i loro/i propri piatti preferiti/favoriti.
	18. There is an association	C'è/Esiste una/un'associazione
	19. of nineteen Italian universities,	di diciannove/19 università/atenei italiane/i,
	20. which has been promoting	che/la quale promuove/sta promuovendo REJECT ha promosso
	21. the image of Italy	l'immagine dell'Italia
	22. for years.	da anni. REJECT per anni
	23. Its director	Il (suo) direttore
	24. said that	ha detto che
	25. if more foreigners	se più stranieri/persone straniere
	26. came to study	venissero a/per studiare
	27. in Italy	in Italia
	28. they would contribute	contribuirebbero / potrebbero contribuire / darebbero un contributo
	29. to the economic development	allo sviluppo economico/dell'economia
	30. of the country.	del Paese/paese / della nazione.
Spelling errors and omission of essential accents would render a section incorrect.		<b>Mark</b>
30 marks divided by 3		<b>30/3 = 10</b>

## 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 SEE MARK GRIDS

Question Number	Question
<b>2 (a)</b>	Scrivi la continuazione di questa storia.
	Suggested Answer
	(a) Candidates need to write the continuation of the story using the first person. The starter sentence helps them to set the scene – ‘that day I told myself that certain opportunities only arise once in a lifetime...’. There is a lot of scope for development here and candidates are free to choose their own situation. They could choose, for example, getting an opportunity to go travelling or to go and live abroad. They may choose a situation related to the world of work or the chance to meet someone famous, for example. The answer should be developed in a logical and creative way and should include a conclusion. The possibilities here are endless.
	Mark
	<b>(45)</b>

Question Number	Question
<b>2 (b)</b>	IMAGE
	Suggested Answer
	In this question, candidates have to write a dialogue related the scene in the photograph. This question offers candidates the freedom to invent a story and many different scenarios are possible but there should be some reference to issue that this family are discussing. Many candidates will perceive that the teenage daughter is being told off and will base their dialoguer around this but they are free to choose any situation as long as it relates to the photo. Any fitting creative development is acceptable here but it must be written in the form of a dialogue.
	Mark
	<b>(45)</b>

Question Number	Question
<b>2 (c)</b>	Scrivi un articolo basato su questo titolo.
	Suggested Answer
	In this question, candidates need to write a journalistic article about a young person from Turin who has finally found their real father after many years of searching, perhaps after being adopted. Candidates will start with an initial setting of the scene and there may be interviews with the main characters involved in the situation. The story must be written in journalistic style.
	Mark
	<b>(45)</b>

**Discursive Essay**

Question Number	Question
<b>2 (d)</b>	
	Suggested Answer
	Candidates have to present a balanced argument taking a stance on the statement in the title. They should decide whether it is true that one day animals will have the same rights as humans, as quoted by Leonardo da Vinci. They might draw on issues like the treatment of animals, organic versus traditional farming, vivisection, furs etc.. Some may feel that humans will; always have more rights and that this is how it should be and others may conclude that animals should and/or will have the same rights as humans. They should use their arguments in order to address the question in their conclusion. Candidates will present a balanced argument taking a stance on the statement in the title.
	Mark
	<b>(45)</b>

Question Number	Question
<b>2 (e)</b>	
	Suggested Answer
	Candidates will have to consider whether it is true that money doesn't make you happy. Any stance is acceptable as long as it is justified. Many candidates may feel that money does bring happiness as you can buy things to make life comfortable while others may feel that money is not as important as other factors such as family, friends, etc. Some candidates may agree to a certain extent that money can make you happy as it helps in modern society while not being the only factor in happiness.
	Mark
	<b>(45)</b>

Question Number	Question
<b>2 (f)</b>	
	Suggested Answer
	Candidates will present a balanced argument discussing the key points for and against the teaching of religion in schools nowadays. Some candidates may feel that religion is important as a social code and as a way of promoting key values and hence it is essential that it is taught in schools. Other may feel that religion is a personal matter and as such it does not belong in schools. Some other candidates may feel that there are factors both for and against teaching religion so they may be undecided but their conclusions should be fully justified and clearly expressed.
	Mark
	<b>(45)</b>

Question Number	Question
<b>2 (g)</b>	
	Suggested Answer
	Candidates will have to consider the advantages and disadvantages of moving to a foreign country. They are likely to draw on a variety of points

	such as avoiding unemployment, studying abroad, learning a new language, new experiences on one hand versus the difficulties of adapting to a new country, finding accommodation and a job, making friends etc. The essay should be well structured and come to an informed conclusion. Candidates are likely to decide whether or not the advantages outweigh the disadvantages in their conclusion but this should be an informed conclusion based on their discussion of points in the essay.
	Mark
	<b>(45)</b>

Section C: Research-based essay

SEE MARK GRIDS

(Questions and expected responses)

**3 (a)**

Candidates are asked to consider to which extent environmental issues have affected the city/region they have studied. They will be expected to outline the main environmental issues and then evaluate the impact that these issues have had on the city/region. Obviously these issues will vary according to the region/city chosen but many candidates are likely to mention issues such flooding, the impact of tourism or different forms of pollution. They are free to choose the issues they feel to be most pertinent but their discussion and evaluation must be firmly linked to the region/city of choice.

**Q.3 (b)**

Candidates will have to consider which political change had the most impact on the historical period they have studied. Candidates will express their personal opinion but this will have to be supported by relevant facts and justifications. Candidates are likely to choose events from periods such as the Fascist era, the *Risorgimento* or the Renaissance. They may decide that the rise of Fascism had the biggest impact on the people. For the *Risorgimento*, they may mention the unification of Italy and the changes that this brought about. Candidates are free to choose any political change from the period they have studied as long as they can justify this choice

**Q.3 (c)**

Candidates are asked to consider what impact immigration has had on the aspect of society they have studied. Answers will vary according to the aspect of society that the candidate has studied but common aspects are likely to be the role of women in society, family, young people, employment etc. They will need to show knowledge of the chosen aspect based on their research and then assess the impact that immigration has had on this in modern society. They may feel, for example, that immigration has had a negative impact on the employment situation or that it has had a detrimental impact on the role of the family. Candidates may indeed feel that immigration has affected these aspects in a positive way producing a multicultural society. They may feel that the role of the family has become more or less

important in society nowadays due to immigration. The important thing here is that candidates illustrate their points fully and justify their conclusions in response to the question and in so doing that they show evidence or research and reading, as well as the ability to evaluate.

### **Q.3 (d)**

Candidates are asked to consider a scene or episode from the book or film that they have studied that they feel best illustrates one of the main themes of the book or film. They will have to give a brief summary or description of this and then discuss why they feel this scene is important in relation to the theme it illustrates.

Answers will vary greatly according to the book or film studied. The most popular book and film is *Io non ho paura* and candidates may decide that scene that best illustrates a theme is the one where Michele discovers that his parents are involved in Filippo's kidnap as this illustrates the theme of struggle between good and evil and also that of the contrast between the innocence of childhood and the darker world of adulthood. Candidates are perfectly entitled to study any Italian novel or film and they are perfectly entitled to choose any episode or scene as long as their answer is fully justified and their points are substantiated.

