



Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE
In Italian (6IN04) Paper 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 Number	Question	Answer
1	The upper levels of the Colosseum	I livelli/piani più alti/superiori del Colosseo
	in Rome	di/a Roma
	will soon open	apriranno/saranno aperti presto
	to the public,	al pubblico,
	allowing	permettendo
	visitors	ai visitatori
	to pass through	di passare per/attraverso
	a corridor	un corridoio
	that has never been	che non è mai stato
	open before.	aperto prima.
	the seats	I posti
	on the fifth floor	al/del quinto piano
	were the cheapest ones	erano quelli/i meno cari/più economici
	in ancient Rome,	nella Roma antica/nell'antica Roma,
	but now they offer	ma ora offrono
	the best view of the Colosseum.	la vista migliore/migliore vista del/sul Colosseo.
	This stadium,	Questo stadio,
	which was completed	che fu/è stato completato
	almost two thousand years ago	quasi duemila anni fa
	is visited by	è/viene visitato da
	7 million people	7 milioni di persone
	every year.	ogni/all'anno.
	Tourists	I turisti
	have often ruined it	l'hanno spesso rovinato
	by writing	scrivendo

	their names	il (loro/proprio) nome (allow plural)
	on the walls.	sui muri.
	The last act of vandalism	L'ultimo atto di vandalismo
	took place	è successo/è accaduto/ha avuto luogo
	in April.	ad/in aprile.
Spelling errors and omission of essential accents would render a section incorrect. 30 marks divided by 3		Mark
		30/3 = 10

Section B: Creative or Discursive Essay

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	Suggested Answer	Mark
2 (a)	This will provide candidates with the opportunity to write an imaginative story about a situation which has occurred and what then ensues as a result. There will be an account of what serious mistake they made and how it impacted on their life. The response will also include a conclusion to the situation. The story should be developed and well structured. Any situation is acceptable as long as stemming from the stimulus. The story should be written in the first person.	(45)

Question Number	Suggested Answer	Mark
2 (b)	This is an invitation for the candidate to write the conversation that takes place between this group of young people who are celebrating. Any logical situation is acceptable, such as celebrating their graduation, a new job or promotion, a holiday etc. It should be written in the form of a dialogue.	(45)

Question Number	Suggested Answer	Mark
2 (c)	The headline is a woman who has been “forgotten” at a motorway service station by her husband. The candidate is expected to explain what happened and how the situation ended up. There might be interviews with the main people involved. It should be written as a journalistic article and in journalistic style.	(45)

Discursive Essay

Question Number	Suggested Answer	Mark
2 (d)	Candidates will present a balanced argument discussing the key points for and against each type of travel. They should take a stance on whether independent holidays are better than organised packages. They may take into consideration a variety of factors such as personal preferences and the type of traveller, the type of holiday and destination, safety while travelling, environmental factors, costs, etc. The essay should be well structured and come to an informed conclusion.	(45)

Question Number	Suggested Answer	Mark
2 (e)	Candidates will present a balanced argument considering all the key points for and against. As this is quite topical in the UK, they may draw points from the Brexit debate, mentioning free movement of goods and people, more job opportunities, better trade opportunities versus costs, inflexibility, loss of national identity etc. Candidates are likely to have a strong reaction to the question but a consideration of all points of view is necessary here in order to reach an informed conclusion.	(45)

Question Number	Suggested Answer	Mark
2 (f)	Candidates will have to consider whether music should be taught at school or not. They may decide that pupils should be given a chance to explore music and perhaps have a future career in music or else that time would be better spent teaching what might be seen as more important subjects. The essay should be balanced and reach an informed conclusion. All points should be logically sequenced and coherent.	(45)

Question Number	Suggested Answer	Mark
2 (g)	Candidates are asked to imagine what the world will be like in future. Will it be a better place or a worse place? They might consider environmental issues, the development of technology, overpopulation, progress in science and medicine etc. The essay should be well structured and come to a clear conclusion.	(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 e.g. 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: Research-based Essay

Question Number	Suggested Answer	Mark
3 (a)	Candidates are asked to describe one of the main traditions of the city/region they have studied and evaluate its importance for the city/region. Depending of their chosen city/region they may write about a national tradition or about a local tradition including festivities, festivals, usages. They should also consider how important it is for the city/region, for example economically, attracting tourists, increasing sales, maintaining old values etc.	(45)

Question Number	Suggested Answer	Mark
3 (b)	Candidates should decide whether the historical period they have studied has had more of a positive or a negative impact on the story of Italy. Opinions will vary greatly depending on which period has been studied, for example Fascism is likely to be seen as negative having caused the destruction of WW2 and the loss of democracy, whilst the Risorgimento or the Renaissance might be interpreted in a more positive way, although arguably there have been good and bad sides to most historical periods.	(45)

Question Number	Suggested Answer	Mark
3 (c)	Candidates are asked to evaluate the impact of their chosen aspect of society on Italian society as a whole, i.e. how it impacts the rest of society. Responses will vary greatly depending on which aspect they have studied. For example, young people are arguably the future of Italy but their current situation is quite unstable due to unemployment, mammismo etc. Mafia has a great impact on Italian politics and economy and not just in Sicily etc.	(45)

Question Number	Suggested Answer	Mark
3 (d)	Candidates are asked to consider what the main character in their chosen book/film is trying to achieve and to what extent they achieve their aims. This will greatly vary depending on the chosen work, for ex. in <i>Volevo i pantaloni</i> Annetta is trying to achieve “i pantaloni”, i.e. freedom from the restriction of society. In <i>Cinema Paradiso</i> Salvatore wants to pursue his passion for cinema. In <i>Io non ho paura</i> Michele is striving to save Filippo from death. In <i>La vita è bella</i> Guido is trying to protect his son from the horrors of the concentration camp etc.	(45)

Research-based Essay Assessment Grids

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 ambiguous.
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.

