

Mark Scheme (Results)

Summer 2015

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2015

Publications Code UA041900

All the material in this publication is copyright

© Pearson Education Ltd 2015

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. Electric bicycles | Le biciclette elettriche |
| | 2. are becoming | stanno diventando / diventano |
| | 3. more common | [sempre] più comuni / diffuse / popolari |
| | 4. in Italian cities. | nelle città italiane / d'Italia. |
| | 5. They are small | Sono piccole |
| | 6. and light | e leggere |
| | 7. and allow | e permettono |
| | 8. people | alla gente / alle persone |
| | 9. to reach | di raggiungere |
| | 10. every part of town | ogni parte della città |
| | 11. with ease. | facilmente / con facilità. |
| | 12. They can travel | Possono viaggiare / andare |
| | 13. at a maximum speed of | a una velocità massima di |
| | 14. 25 km per hour. | 25 / venticinque chilometri / km all'ora / l'ora / orari. |
| | 15. What's more, | Inoltre / per di più / In più |
| | 16. one can save | si può / uno può / si possono risparmiare |
| | 17. money | denaro / soldi |
| | 18. by using an electric bicycle | usando una / la bicicletta elettrica |
| | 19. because there is no need for | perché non c'è bisogno (né) di / dell' [REJECT ne without accent if used] |
| | 20. insurance | assicurazione |
| | 21. or petrol. | o / (né di / della) benzina. [REJECT ne without accent if used] |
| | 22. Wearing | Portare |
| | 23. a helmet | il / un casco |
| | 24. is not compulsory, | non è obbligatorio |
| | 25. but it is safer. | ma / però (è) più sicuro. |
| | 26. If more people | Se più gente [sing.] / più persone [plur.] |
| | 27. used these bicycles | usasse / utilizzasse [sing.] / usassero / utilizzassero [plur.] queste biciclette / bici |
| | 28. we could reduce | potremmo ridurre |
| | 29. the levels | i livelli |
| | 30. of pollution. | di / dell' inquinamento. |
| 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, with reference to the stimulus, in this case a phone call just after midnight. 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) | Immagina la conversazione tra queste due persone. |
| | Suggested Answer |
| | The headline is about someone who had their bicycle stolen but saw it around in Turin, so contacted the police and got the thief arrested. The article may include interviews with the person and/or the police/thief. |
| | Mark (45) |

| Question Number | Question |
|-----------------|--|
| 2 (c) | Vedi questa scena. Spiega quello che succede. |
| | Suggested Answer |
| | Candidates are required to invent a dialogue about what the man and the woman in the picture are saying. There could be some reference to the baby in the pram. 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 present a balanced argument discussing the key points for and against shopping online versus traditional shopping, taking a stance on the title, i.e. whether it is true that online shopping is destroying traditional shops. They will undoubtedly take a strong viewpoint but conclusions should be fully justified and clearly expressed. Candidates are likely to have a strong reaction to the question but a consideration of different points of view is necessary here in order to reach an informed conclusion. |
| | Mark |
| | (45) |

| Question Number | Question |
|-----------------|---|
| 2 (e) | |
| | Suggested Answer |
| | Candidates will have to consider which one in their view is the most serious environmental problem nowadays and justify their views. They will probably draw on their knowledge of environmental issues and they will likely mention pollution, global warming etc. The essay should be balanced and reach an informed conclusion. All points should be logically sequenced and coherent. |
| | Mark |
| | (45) |

| Question Number | Question |
|-----------------|---|
| 2 (f) | |
| | Suggested Answer |
| | Candidates will consider whether it is true that what is often said about war, that there is no such thing as a just war. They may agree that no war is ever just or they may write that some wars can be just. They may even take a kind of middle stance in that some wars may be necessary evils. Candidates may be able to provide specific examples with references to the World Wars or to more recent conflicts like Afghanistan, Iraq, Syria... The essay should be well structured and come to an informed conclusion. |
| | Mark |
| | (45) |

| Question Number | Question |
|-----------------|--|
| 2 (g) | |
| | Suggested Answer |
| | Candidates are asked to imagine what it would be like to live without a TV. Some might view it negatively due to the lack of entertainment, information, relaxation etc while others might see it more positively as a chance to pursue other interests and possibly be more healthy. It is expected that a lot of it will be written in the conditional mode. |
| | 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: Research-based essay

(Questions and expected responses)

Q.3 (a) Candidates will have to consider how far the artistic and cultural heritage of their chosen city/region is exploited. They can draw on their knowledge of the most famous monuments and cultural events or refer to past and present writers etc.

Q.3 (b) Candidates will have to consider which event in the historic period they have studied has had the strongest impact on ordinary people and explain how it affected them.

Q.3 (c) Candidates will have to consider whether recent changes in society (or in the aspect/s of society they have chosen to study) have been more positive or negative.

Q.3 (d) Candidates will have to consider the ending of the film/book studied and explain whether it is a suitable ending for it or not.

| 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 |