

# Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCE  
in Italian (6IN04/01) Paper 4

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Publications Code UA039246\*

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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. What is	Qual(e) è
	2. the best way	il modo migliore / il miglior(e) modo / la maniera migliore
	3. to prepare	di/per prepararsi
	4. for an exam?	per/a(d) un esame?
	5. Obviously,	Ovviamente / naturalmente
	6. studying	studiare
	7. is essential	è essenziale /necessario / fondamentale
	8. but an article that	ma/però un articolo
	9. has just been published	che è appena stato pubblicato / appena pubblicato
	10. reveals that	rivela che
	11. other factors	altri fattori
	12. can help	possono aiutare
	13. students	gli studenti
	14. achieve	ad ottenere / avere /conseguire / prendere
	15. good results.	(dei) buoni risultati /(dei) bei / buoni voti.
	16. First of all	Innanzitutto/prima di tutto / anzitutto / in primo luogo
	17. you should find	dovresti /dovreste / si dovrebbe / bisognerebbe trovare
	18. a quiet room	una stanza/camera/sala/aula tranquilla/silenziosa
	19. where there are no distractions.	dove/in cui non ci sono/siano (delle) distrazioni.
	20. It is also important	È' anche importante (accept Inoltre)
	21. to lead a healthy lifestyle	condurre/fare/seguire/avere una vita sana/uno stile di vita sano / vivere in modo sano
	22. during the exam period	durante il periodo degli esami,
	23. by eating and	mangiando e
	24. sleeping well	dormendo bene
	25. for example.	per/ad esempio
	26. Above all,	Soprattutto
	27. students must remember that	gli studenti devono ricordarsi/ricordare
	28. their parents	che i (loro) genitori
	29. simply want them	vogliono semplicemente
	30. to do their best.	che facciano del loro/proprio meglio.
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

Question Number	Question	
<b>2 (a)</b>	Continua la storia in prima persona.	
	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 what his friend(s) did or did not do in the moment of need. The friend's reaction could be positive or negative. The response will also include a conclusion to the situation. The story should be developed and well structured.	
		Mark
		<b>(45)</b>

Question Number	Question	
<b>2 (b)</b>	Scrivi un articolo giornalistico basato su questo titolo.	
	Suggested Answer	
	The headline is about the protest staged by an unemployed man. Candidate may write about the job he had, why he was sacked/made redundant, why he is unhappy and has decided to chain himself outside his office, what he hopes to achieve etc. There may be an interview with the main character or/and with his work colleagues. Any logical or creative development could follow on from an initial 'setting the scene' of the story.	
		Mark
		<b>(45)</b>

Question Number	Question	
<b>2 (c)</b>	<p style="text-align: center;">IMAGE</p> <p>Perché quest'uomo è così felice? Scrivi la sua storia.</p>	
	Suggested Answer	
	Candidates are required to invent a story to explain why the man in the picture (who is using a laptop) is so happy. Many different scenarios are possible: he has received some good news (job/love life/lottery win), he is chatting online to someone dear to him etc. An initial setting of the scene should allow for subsequent creative development here.	
		Mark
		<b>(45)</b>

**Discursive Essay**

Question Number	Question
<b>2 (d)</b>	Secondo te, il computer allontana o avvicina le persone?
	Suggested Answer
	Candidates will present a balanced argument discussing the key points for and against communication by computer, whether it has led to better or worse communication. They could mention for example social networks like Facebook and Twitter, advantages and disadvantages of email, the lack of direct contact. They can take a definite stance or else conclude that it all depends on how people use it. Conclusions should be fully justified and clearly expressed. This should NOT be an essay about the advantages and disadvantages of computers.
	Mark
	<b>(45)</b>

Question Number	Question
<b>2 (e)</b>	'L'uomo sta distruggendo la Terra.' Sei d'accordo con questa affermazione?
	Suggested Answer
	Candidates will present a balanced argument taking a stance on whether mankind is indeed destroying the Earth or not. 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. They will probably draw on their knowledge of environmental issues, i.e. global warming, animal extinction, deforestation, melting of ice cap, pollution etc. They may even take a more controversial stance and disagree with the statement for a variety of reasons, i.e. mankind has little influence, men are victims to etc. Any stance is acceptable as long as supported by relevant arguments.
	Mark
	<b>(45)</b>

Question Number	Question
<b>2 (f)</b>	Secondo te, è importante mantenere vive le tradizioni di un Paese? Perché/perché no?
	Suggested Answer
	Candidates will have to consider whether traditions and customs are still important in present day society. They may consider a variety of traditions/customs: religious, cultural, behavioural etc. The essay should be balanced and reach an informed conclusion. All points should be logically sequenced and coherent.
	Mark
	<b>(45)</b>

Question Number	Question	
<b>2 (g)</b>	C'è chi dice che la scuola non prepara veramente per il mondo del lavoro: è vero, secondo te?	
	Suggested Answer	
	Candidates will consider whether it is true that school does not prepare young people for work. Candidates should provide specific examples, making references for example to the usefulness or not of certain subjects or learning activities, work experiences, lack of real practical experience, importance of qualifications etc. The essay should be well structured and come to an informed conclusion.	
		Mark
		<b>(45)</b>

## 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 project

(Questions and expected responses)

**Q.3 (a)** Quale tra le varie attività economiche della regione o città da te studiata contribuisce di più al suo sviluppo?

Candidates will have to decide which one of the various economic activities most contributes to the economy of their chosen region/city and explain the reasons for their choice. Any activity (industry, agriculture, tertiary, tourism, fishing etc) can be acceptable as long as applicable to the region/city studied and supported by a logical argument.

**Q.3 (b)** Secondo te, il periodo da te studiato ha avuto un impatto positivo o negativo sullo sviluppo dell'Italia?

Candidates will have to consider whether the historic period they have studied has had a positive or negative impact on Italian history on the whole. It is a question of personal opinion so both sides should be accepted as long as supported by relevant details. They may even conclude that it had some positive sides and some negative sides. Candidates are likely to have prepared periods such as Fascism, Renaissance, Risorgimento.

**Q.3 (c)** Qual è l'impatto dell'aspetto della società da te studiato sul resto della società italiana?

Candidates will have to assess the impact of the particular aspect of society they have studied on Italian society as a whole. Aspects that are most commonly studied include family, women, immigration, young people, employment/unemployment, the political situation. Candidate should consider the impact their chosen topic has on society as a whole: for ex. Does Italian family have a positive or negative impact on society as a whole? Do Italian women contribute to Italian society or not? Do young people play a positive or negative role? However it should not turn into a political rant.

**Q.3 (d)** Quale personaggio ha più influenza sul protagonista nel libro o nel film che hai studiato?

Candidates will have to consider which character has the biggest impact on the main character in their chosen Italian book/film is changed by events. As the choice of books/films is huge it is impossible to offer any definite suggestion on which characters should be chosen. The choice is left to the candidates as long as they can justify with examples taken from the book/film and they can substantiate their points. For ex. In *Io non ho paura*, one of the most popular books/films, they could choose Michele's father, Sergio, Salvatore[?]. In *Volevo i pantaloni* they could choose Angelina, zia Vannina, her mother/father etc.

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