

# Mark Scheme (Results) Summer 2008

GCE

GCE Italian (6566/03)

## 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.

Candidates will not be required to demonstrate cultural knowledge of the target-language country in any of their answers.

Mark	Creative/Discursive Content (AO2)
17-20	Very good response. Implications of question fully grasped. Extremely clear and effective organisation of ideas. Very imaginative use of stimulus, where appropriate.
13-16	Good understanding of question. Organisation and development logical and clear. Good use of stimulus, where appropriate.
9-12	Satisfactory understanding of question. Organisation and development defective or lacks clarity in places. Satisfactory use of stimulus, where appropriate.
5-8	Limited understanding of question. Some relevant points made. Frequent defects in organisation and development. Use of stimulus, where appropriate, often defective.
1-4	Implications of question only vaguely grasped. Answer largely irrelevant and disorganised. Major deficiencies in use of stimulus, where appropriate.
0	No rewardable material.

Mark	TBA Response to the task (AO2)
17-20	Very good response. Implications of task fully grasped. Extremely clear and effective organisation of ideas. Very skilful use of data.
13-16	Good understanding of task. Development logical and clear. Good use of data.
9-12	Satisfactory understanding of task. Organisation and development defective or lacks clarity in places. Satisfactory use of data with some deficiencies.
5-8	Limited understanding of task. Some relevant points made. Frequent deficiencies in organisation and development. Use of data often defective.
1-4	Response shows that implications of task only vaguely grasped. Minimal organisation and development. Hardly any constructive use of data.
0	No rewardable material.

Mark	Accuracy of the target language (AO3)
5	Almost flawless.
4	Few errors, mostly of a minor nature.
3	A number of major errors made, without impairing communication significantly. Familiar forms and structures usually accurate.
2	Communication impaired at times by basic errors e.g. agreements, verb forms. Some familiar language is accurate.
1	Accuracy only in the simplest forms. A high incidence of basic error.
0	Language so inaccurate that no reward is possible.

Mark	Range and Appropriateness of Lexis (AO3)
9-10	Rich and complex language. A wide range of appropriate lexis. High degree of sensitivity to nuance. Tone and register wholly suited to the chosen task. Very able to handle the language of ideas and abstract concepts where appropriate.
7-8	A wide range of appropriate lexis. Good awareness of nuance. Tone and register very well suited to task. Able to handle the language of ideas and abstract concepts where appropriate.
5-6	A good range of appropriate lexis, with minor lexical errors only. Language sometimes lacks sharpness. Tone and register usually suited to the task. Some ability to handle the language of ideas and abstract concepts where appropriate.
3-4	Adequate but predictable range of appropriate lexis. A number of significant lexical errors. Tone and register sometimes unsuited to the task.
1-2	Lexis often inappropriate with frequent anglicisms and wrong words. Limited feeling for tone and register.
0	No sense of the tone and register required.

Mark	Manipulation of Language (AO3)
5	Fluent, showing a high degree of sophistication in the manipulation of the structures of the language.
4	Very successful manipulation of language. Adventurous use of complex structures, with the occasional lapse.
3	Satisfactory to good manipulation of language, but generally unadventurous. Attempts to handle complex structures not always successful, possibly affecting communication. Some anglicised structures.
2	Limited ability to manipulate language: mainly simple "translated" language, which impedes communication at times.
1	Very limited ability to manipulate language.
0	No ability to manipulate the language.

## Section A

Responses in this section should be rooted in the stimulus and be plausible. There is no longer the requirement to refer to Italy in their answers.

Question Number	Indicative content
1	The answer to this question must be rooted in the stimulus paragraph. It must be in the form of a (phone) dialogue between the two persons and it should contain an explanation of why the person who left the message doesn't want to see Paolo any more. A lot of different interpretations are possible and acceptable.

Question Number	Indicative content
2	The story must be rooted in the picture stimulus and must be written in the first person addressing the questions in the title: how did they get there? Why are they there in the boat? What are their plans, hopes and fears for the future? Most candidates will probably refer to <i>immigrati</i> . This is a creative piece and therefore should not turn into an essay on immigration.

Question Number	Indicative content
3	The question must adopt a journalistic style and therefore be written for the most part in the third person. There should be a description of the episode, including an explanation of how the girl escaped from home, why she wanted to go to school and why she had been forbidden to go out. The article could also contain a short interview with the people involved in the story.

## Section B

Responses in this section should be a discussion: candidates should address the question in the title and take a stance, but both sides of an issue should be considered. Accept imbalance between the two sides of an argument. Candidates should adduce examples to illustrate their points.

Question Number	Indicative content
4	Candidates are asked to consider whether congestion charges are an effective measure to reduce air pollution. Advantages and disadvantages may be considered. Other measures (such as <i>domeniche a piedi</i> , <i>targhe alterne</i> etc.) could be taken into consideration as well but the essay should concentrate on air pollution, mainly smog caused by cars. Other environmental issues, such as recycling etc., are likely to be irrelevant.

Question Number	Indicative content
5	Candidates should take a stance on the question in the title, arguing whether it is true that young people have lost the art of conversation/the ability to converse. Candidates may refer to the impact of modern technology, especially in the field of communications (email, SMSs and mobile phones) but other causes may be mentioned (TV, generation gap etc.) .

Question Number	Indicative content
6	This question invites a discussion on donations and worthy causes. Candidates should take a stance on the question in the title and decide whether it is fair to devote more funds to medical research rather than other causes (listed in the graph).

Question Number	Indicative content
7	Candidates should consider the reasons why reality shows on TV are so popular nowadays. They can refer to Italian TV, such as <i>Grande Fratello</i> or <i>L'isola dei famosi</i> , but references to English TV programmes are also acceptable.

## Section C

Candidates will be required to write a response to the stimulus material, interpreting the given data and carrying out the required tasks in the appropriate register, including a problem-solving element, i.e. a final outcome. They should be familiar with the formal letter format.

Question Number	Indicative content
8	<p>Possible letter content:</p> <ul style="list-style-type: none"><li>• Candidates should provide details about their firm and their products</li><li>• They should specify their requirements for the exhibition regarding floor-area, displays, cost and other needs</li><li>• They should ask for clarification and/or further information about the fair.</li></ul> <p>Candidates must use the appropriate formal letter register.</p>

Question Number	Indicative content
9	<p>Possible email content:</p> <ul style="list-style-type: none"><li>• The candidates should react to their advert expressing their views on ecotourism holidays and what appeals to them</li><li>• They should say which ones of the holidays mentioned in the advert they prefer and why</li><li>• They should suggest a possible objection that their friend may have and put forward a solution.</li></ul> <p>Candidates are expected to use the informal letter register for this task as they are writing to a friend.</p>