

Examiners' Report June 2012

GCE Italian 6IN02 01

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Introduction

The paper includes 3 sections.

Section A: Listening

Candidates are required to listen to authentic recorded target-language material and to retrieve and convey information by responding to a range of target-language questions.

Assessment principles

Up to 20 marks are awarded positively for correct information retrieved and conveyed. The quality of language is not relevant unless it impedes communication.

Section B: Reading

In the second part of this paper candidates are required to read authentic texts in Italian and to retrieve and convey information given in the texts by responding to a range of question types mainly in Italian.

Assessment principles

Up to 20 marks are awarded positively for correct information retrieved and conveyed in response to target-language and English-language questions. The quality of language is not relevant unless it impedes communication.

Section C: Writing

In the third part of this paper candidates are required to write 200-220 words in Italian based on a short printed stimulus and a list of four bullet points in the target language. This year candidates were required to write a letter in Italian in response to an extract from a newspaper article about young people.

Assessment principles

The written task, Question 8, is marked for Content (15 marks) and for Quality of Language (15 marks). Candidates should stay within the word limit.

Section A

Question 1

Question 1 was a multiple choice question about a mountaineering accident. It was answered correctly by most candidates except for part (iii) (*credevano che fosse morto*) which about 10% of candidates answered incorrectly.

Question 2

Question 2 required candidates to select four correct statements from a list of eight. The extract was about dogs being allowed in shops. Nearly all candidates scored at least 2 marks and many scored full marks.

Question 3 (a)

Question 3 was in the form of a gap filling exercise with words or numbers to be chosen from a given pool.

The large majority of candidates answered part (a) correctly.

Question 3 (b)

Item 3(b) was answered correctly by most candidates.

Question 3 (c)

Item 3(c) was answered correctly by the large majority of candidates.

Question 3 (d)

Item 3(d) proved the most challenging part of the question with almost half of the candidates making an incorrect response. It was nevertheless pleasing to note that candidates had paid attention to grammatical details (in this case the plural ending), as the wrong answer was almost invariably "*poveri*" instead of "*contenitori*".

Question 4

This question seemed to challenge candidates and subsequently produced a wide range of marks. Items 4(a) and 4(d) were the most straightforward and the majority of candidates seemed able to understand the question and produce a decent response. The awarding of the lower marks for these questions was often due to the candidate failing to use the appropriate tense and person of the verb. To a lesser extent, this also happened with 4(f). With question 4(b), most candidates scored the mark for "ha due figli/una famiglia", few went for the difficulties of being the first woman to train for this job and a number of candidates made a poor transcription of the text as "provette oriche" instead of "prove teoriche" which prevented them gaining full marks.

This response was awarded 5 out of the 8 marks available.

Brano 4 – La prima gondoliera

4 Rispondi alle seguenti domande in italiano.

(a) In che senso Giorgia ha distrutto la supremazia maschile sulla laguna di Venezia?

(1)

Ha diventato il primo gondoliere donna

(b) Come si capisce che non è stato facile per Giorgia?

(2)

È sposata e ha due bambini.

Ha fatto un'anno di provette oriche e pratiche.

(c) Com'è nata in lei la passione per questo lavoro?

(1)

Il suo padre è un gondoliere tutt'oggi, e ha trasmesso la passione.

(d) Che cosa ha fatto la mattina, prima di iniziare il nuovo lavoro?

(1)

Deve portare i figli a scuola.

(e) Che cosa ne pensa il padre di Giorgia?

(2)

È felice al massimo ma pensa che il gondoliere sia un mestiere maschile perché ci vuole molta forza fisica.

(f) Perché, secondo il padre, Giorgia "se l'è meritata"?

(1)

Perché ha la esperienza



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Examiner Comments

- (b) - 1 mark only awarded because of the lack of comprehension (and unsuccessful attempt to transcribe).
- (c) - the candidate has identified targeted information but answers in the present tense.
- (f) - the candidate failed to identify targeted information.



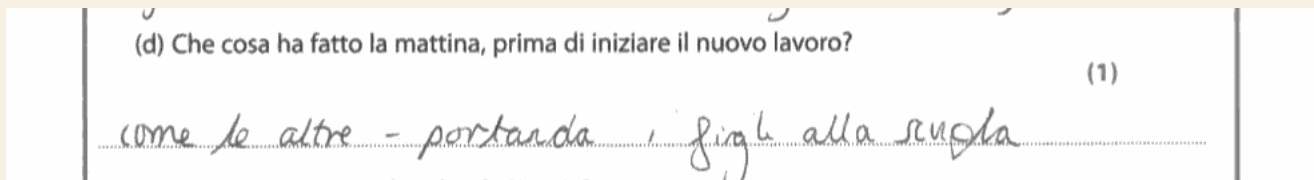
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Examiner Tip

Pay careful attention to the wording of the question.

(c) - "cosa ha fatto" clearly requires an answer in the past tense.

(d) - the quote from the text "se l'è meritata" is a clear signpost of where the targeted information is to be found

This clips shows that only identifying the correct information is not enough.



ResultsPlus Examiner Comments

The candidate identified the appropriate information but lifted from the text without making the necessary adjustments to the language.



ResultsPlus Examiner Tip

Candidates should be encouraged to re-read both question and answer in order to check that their response works grammatically and makes sense as a response to the question.

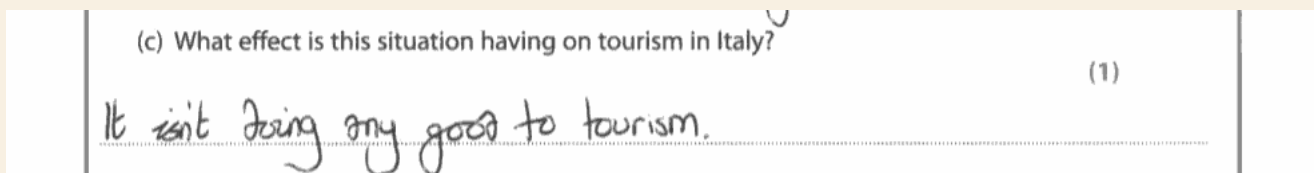
Section B

Question 6

While many candidates seemed to understand the passage, others failed to show a precise and detailed understanding of the targeted information or found it difficult to convey it. For instance, in 6(b) "private beaches are nicer" may show some comprehension but it doesn't actually convey the idea that "only the least attractive beaches are free". Question 6(c) required candidates to infer that tourists on a budget are discouraged from coming to Italy. In 6(e), "freedom of choice" or even "right to choose the nicest spots" wouldn't be detailed enough without reference to the "nicer spots" being free of charge.

This was perhaps the most challenging item of question 6.

Candidates were expected to infer that rising costs would result in a decline in numbers (or a similar idea). The idea could be expressed in several ways.



ResultsPlus Examiner Comments

This answer states that the effect on tourism is negative, but does not attempt to explain in what way.



ResultsPlus Examiner Tip

Candidates should try to understand the full implication of a question. Saying that "it is not doing any good to tourism", does not really explain the effect that this situation is having on tourism in Italy.

This answer lacks detail and was awarded 2 out of the 5 marks available.

6 Read the passage and answer the following questions **in English**. Your answers must relate exclusively to the passage and convey **all** the relevant information provided.

(a) What do people increasingly have to do if they want to go to the beach in Italy?

(1)

They have to pay a certain amount of money

(b) Why do those who don't like private beaches often still have to use them?

(1)

Because sometimes it's their only choice

(c) What effect is this situation having on tourism in Italy?

(1)

A negative effect because it's making holidays more expensive

(d) What trend are hotel owners worried about?

(1)

That customers will go to countries ^{whose} ~~that~~ beaches are free

(e) According to many Italians, what should everybody have the right to do?

(1)

The right to ~~choose~~ choose



ResultsPlus

Examiner Comments

(b) "it's their only choice" is not detailed enough. This statement in the text is preceded by "perciò", which suggests that what comes before is the reason why.

In (c) there is an attempt to explain why, but it does not really go far enough.

In (e), again, lack of detail restricts the mark.



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Examiner Tip

Candidates should always ask themselves if they actually answered the question, if they have provided all relevant detail.

They should pay attention to "linking words": "perciò", (therefore) should have guided this candidate to identify the targeted information.

Question 7

As in previous years, this question saw the widest range of quality of response and thus the widest range of marks from comprehension exercises, with an equal number of candidates scoring full marks as those scoring 3 or less.

The most successful candidates were those who had read the questions carefully, had clearly identified the information required for the correct response and had effectively manipulated the text to produce an answer to the question in their own words. It is worth remembering that the manipulation can be minimal and some of the best answers were concise and accurate, with only a small change to the original text. (E.g.: un gene responsabile per il desiderio/la voglia di fumare).

In many cases answering the question in a way that makes sense is enough to satisfy the "con parole tue" instruction. (E.g. 7(h) - *Potrebbe diventare una scusa per non fare lo sforzo di smettere di fumare*).

Marks can be lost for not reading the question carefully, as in the case of candidates repeating "Islanda" in their answer to 7(e).

In 7(f) candidates failed to realise that the immediate reason for stating the number of cigarettes participants smoked a day was so that they could be divided into groups, whereas establishing a link between smoking and the gene was the final aim of the research.

In 7(g) there was some confusion as to whom the research would benefit and/or some answers to the second part of the question lifted verbatim from the text.

An otherwise good answer, which gains 0 marks for part (b) which lacks detail.

7 Rispondi, **in italiano** e per quanto possibile **con parole tue**, alle seguenti domande.

(a) Da che cosa si capisce che il fumo rimane un problema molto serio?

(1)

Nonostante sia indicato il rischio che i fumatori corrono, il numero di fumatori non diminuisce.

(b) Perché è sorprendente che tanta gente continui a fumare?

(2)

Perché, nonostante i fumatori siano al corrente dei rischi del fumo, continuano a fumare grandi quantità di sigarette.

(c) Che cos'è il CHRNA5?

(1)

È un gene che è responsabile della dipendenza alle sigarette.

(d) Che ruolo ha avuto l'Italia in questa ricerca?

(1)

Anche
I due ricercatori italiani hanno partecipato alla ricerca.

(e) A parte l'Italia e l'Islanda, quali altri Paesi hanno partecipato alla ricerca?

(1)

Spagna e Olanda

(f) Perché i partecipanti hanno dovuto dire quante sigarette fumavano al giorno?

(1)

Perché sono stati divisi in gruppi ^{relativi} ~~rispetto~~ alle sigarette fumate.

(g) A quale gruppo di persone sarà di aiuto questa ricerca, e in che modo?

(2)

A tutte le persone che hanno il gene CHRNA5, che saranno sottoposte a cura personalizzata per ogni fumatore.

(h) Che eventuale svantaggio potrebbe avere questa scoperta?

(1)

Che avere questo gene sia la scusa per non smettere di fumare.



ResultsPlus Examiner Comments

The answer to (b) makes sense and shows evidence of comprehension. However, the text offers specific reasons why smokers should be aware of the risks, and this is the information candidates needed to focus on in order to score the marks.



ResultsPlus Examiner Tip

Once more: pay attention to detail.

This is an example of a response which cannot gain the full mark because it does not work grammatically.

(b) Perché è sorprendente che tanta gente continui a fumare?

(2)

Perché molte campagne di sensibilizzazione e in
sui i pacchetti ci sono indicati i rischi di fumare.



ResultsPlus Examiner Comments

The candidate has certainly understood the information, but "Perché molte campagne di sensibilizzazione" is missing the verb. Answers were expected to include a verb in the past ("ci sono state"). Responses in the present were also accepted as were responses with inaccurate verb endings (provided they did not cause ambiguity) but without any verb the answer is not acceptable. The answer was awarded 1 mark for the second part.



ResultsPlus Examiner Tip

As pointed out in Q4, candidates should be encouraged to reread both question and answer in order to check that their response works grammatically and also makes sense as a response to the question

Section C

Question 8

The extended writing, as always, elicited a huge range of responses and highlighted the strengths and weaknesses of candidates. The topic of holidays, especially those in one's own country, allowed all candidates, regardless of age or background, to talk fully about their own experiences as well as offering opinions on advantages and disadvantages of various types of holiday in a more balanced and neutral way.

Many candidates produced pieces of work that were clearly and effectively structured with a brief introduction that referred to Isabella's letter, separate paragraphs for each of the bullet points and a clear but concise conclusion. They linked paragraphs and sentences with sophisticated and appropriate constructions and used a register that was appropriate to the task.

The most successful in terms of content were able to offer creative, interesting and at best original opinions on the pros and cons of the different holidays. Less successful responses were unable to build on the ideas expressed by Isabella and were therefore unable to score high marks for content.

Bullet point 4 was deceptively simple but successful candidates moved on from writing about holidays at near GCSE level and wrote more creatively about their own personal experiences.

One of the keys to success in terms of content is the balance and the key to a balanced response is careful planning. In too many cases there was little evidence of planning, resulting in pieces that, having developed the first bullet point at length, did not give themselves a chance to maximise content marks for the remaining bullet points.

Word count was better adhered to, but in some cases it was still totally disregarded. Sadly, it was often the case of otherwise competent, fluent candidates with lots of ideas who were comfortable enough with the language to express them, but who didn't realise that anything produced after the word limit is not rewarded. If this may not have had dire effects on the mark for quality of language, it is easy to see how much it affected content mark when only one of four bullet points was developed in the part of their work which could be rewarded.

In terms of language, there were some very impressive efforts indeed from the range of candidates. Some of the less fluent writers were able to display a very confident grasp of basic grammar as well as an understanding of complex structures and a wide range of vocabulary that covered numerous topics from the AS specification and beyond. Those candidates who demonstrate near native fluency in their use of language must be aware of the need to respect the register of the task .

Whilst the linguistic difference between the excellent and the good responses was often the complexity of the language, the difference between the good responses and those which were written in mediocre or poor quality language lay in the accuracy of the Italian and the range of vocabulary. Too often, language was repetitive with vocabulary remaining at a GCSE level. In a significant number of cases, the grammatical accuracy was poor with elementary mistakes made with verbs (tenses, endings, mismatch between subject and verb etc), basic genders, articles and adjectival agreement.

Egregio Signore,

Ho letto questa lettera nella rivista, in cui una ragazza ha parlato delle nuove tendenze delle vacanze corte ~~in~~ e locali - direi che sono d'accordo! Credo che, benché le vacanze lunghe siano un po' di lusso, oggi giorno ognuno abbia bisogno considerare l'ambiente. Inoltre, con una vacanza breve, si può apprezzare più il tempo per rilassarsi! (54)

Oltretutto, se si sceglieressi una vacanza nel proprio Paese, si godrebbe la scoperta degli aspetti del Paese che, normalmente, rimarrebbero sconosciuti. In più le vacanze locali sono spesso meno costose dei viaggi all'estero (una cosa importante durante la crisi economica in cui siamo nati). E, certo, non si deve preoccuparsi di imparare una nuova lingua! (109)

Tuttavia, se si rimane nel proprio Paese non ci sarebbe l'opportunità di scoprire culture diverse, e si limiterebbe la propria esperienza del mondo. Direi che, mentre sia importante tutelare l'ambiente, voglio vedere il mondo - forse dovremo trovare un modo responsabile per viaggiare all'estero come nel tempo. È peccato che per scoprire i Paesi lontani, bisogna andare in aereo! (164)

Personalmente amo l'idea di una vacanza locale. Infatti, l'anno scorso, l'ho fatta! Cioè siamo andati a Edimburgo nella Scozia per una settimana. L'ho trovato veramente meno stressante di andare all'estero - non abbiamo dovuto cambiare il denaro abbiamo potuto

raggiare in treno piuttosto che in aereo, ed era più confortevole.
Inoltre, la città era bellissima - anche se non faceva sempre caldo!
Conclusamente (220)



ResultsPlus Examiner Comments

The piece was carefully planned and all bullet points were dealt with in a balanced manner.

The candidate is conscious of the word limit and does not waste words on unnecessary preambles but introduces his/her answer by briefly referring to the stimulus material and then moving beyond it.

All paragraphs are linked to the previous one, making it one coherent piece of work rather than four separate points.

The candidate develops the last bullet point at the expected level for AS.



ResultsPlus Examiner Tip

Most candidates should be able to complete the task at this level, whatever their linguistic ability. It is a question of rigour, careful planning and self discipline.

Follow the example!

This, by contrast, show the adverse effects of lack of planning.

Gentile signora,

Lei scrive per esprimere le mie opinioni sulle vacanze. La tendenza di avere più vacanze brevi è interessante, credo che ci siano argomenti sia in favore che in opposto. Inoltre ci sono lati negativi e lati positivi dalle vacanze nel proprio paese.

Secondo me, le vacanze brevi e le vacanze lunghe sono ^{utili} ~~utili~~ per la ragione diverse, una vacanza lunga è più rilassante perché c'è meno pressione di ~~fare tutto in un tempo breve~~. Comunque, una vacanza breve ci permette di divertirci senza interrompere troppo il lavoro. Benché sia possibile visitare più luoghi con molte vacanze brevi non si può scoprire ^{un granché} ~~molto~~ di questi posti. ~~Tuttavia, una vacanza lunga offre la possibilità di conoscere veramente un luogo.~~

~~Esistono~~ Esistono molti vantaggi di stare nel proprio paese per una vacanza. È meno caro perché ~~non deve pagare per i voli~~ e non è necessario cambiare la moneta. Inoltre, aiuta a sostenere l'economia, questo è sempre più importante nella crisi economica attuale. È meglio anche per l'ambiente, gli aerei sono ^{uno} ~~tra~~ delle cause principali dell'inquinamento atmosferico. La lingua è ~~stessa~~ e ~~questa~~ fa le vacanze più facili.
è la stessa questa

Comunque, ci sono anche i vantaggi di andare all'estero. Se rimanessimo sempre nel proprio paese, non avremmo mai l'opportunità di scoprire il mondo. Le vacanze all'estero permettono uno scambio delle culture. A mio parere, è assolutamente necessario che la comunicazione tra i paesi esista. Sebbene una lingua diversa possa essere sia un problema, le vacanze

incoraggiano la gente ad imparare gli altri linguaggi.

In conclusione, sostengo che ci sono aspetti positivi e aspetti negativi per i due punti di vista. Il tipo meglio di vacanza dipende dalla persona.

Distinti saluti



ResultsPlus Examiner Comments

The task appears to have been grasped and bullet points one to three were convincingly developed. It even offers a brief conclusion. However bullet point 4 was totally overlooked and the maximum content score this answer could access was 9 because of the omission.



ResultsPlus Examiner Tip

The conclusion can be drawn from the comment above.

Paper Summary

Advice and Guidance

For the Listening section candidates are reminded of the importance of reading the questions carefully before they start and of listening to the whole extract once before trying to answer the questions, so as to have a general understanding of the recording.

For Listening and Reading questions alike, it is very important to use the targeted information in answer to the actual question. There is more than comprehension needed in order to answer these questions successfully. Candidates should be given opportunities to practise working out meanings from the context, to read rubrics and questions carefully, to have practice in different exercise types. It was pleasing to note that, for the gap-filling exercise, candidates paid more attention to grammatical details. All candidates require a good deal of classroom practice in re-phrasing and manipulating the language of the original text as material lifted verbatim from the text cannot be credited in the reading question. Training in time-management and reading techniques such as skimming and scanning should also form an integral part of exam preparation. Candidates should be encouraged to re-read both their questions and answers after completing this exercise in order to check that their response works grammatically and makes sense according the text.

As to the Writing section (question 8), it is always worth reminding candidates of the need to answer the final written task within the word limit as failure to do so can restrict their access to marks for Content. In a Writing task that imposes a maximum word limit of 220 words there is no place for irrelevant preambles and redundancy.

Candidates should be instructed to spend adequate time planning in order to produce a balanced and detailed response that remains succinct and sticks to the point. All candidates need regular practice in the art of structuring a piece of writing, A clear paragraph, in response to each bullet point can constitute more than a satisfactory development of the task, but an entirely successful response is that which sets a context, clearly responds to the stimulus and reads as a whole piece rather than four more or less disjointed sections.

Finally candidates are reminded that tidy presentation is even more essential now that answers are marked on screen.

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