



Examiners' Report

June 2010

GCE Italian 6IN04



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Introduction

This paper is made up of three sections.

Section A is the translation: candidates are required to translate a text of approximately 80 words from English into Italian. In the new specifications this text is no longer linked to a reading comprehension task as in the previous syllabus. 10 marks are awarded for this section. For the marking of this section the text is divided into 30 assessable items and points are awarded for each item that is 100% correct in terms of grammar and spelling. Therefore candidates will be rewarded for their accurate handling of grammar and structures and their lexical knowledge.

Section B is Creative or Discursive Essay: candidates are required to write one piece of 240-270 words in Italian choosing from three creative titles and four discursive essays. They will be rewarded for their ability to organise arguments and ideas and to make relevant points in response to a general issue. They will be rewarded for their knowledge and understanding of their chosen topic and for the ability to organise their ideas. Almost three quarters of the available marks (30 out of 45) are awarded for content (up to 15 for Understanding and response and up to 15 for Organisation and development) whilst up to 15 are awarded for language (up to 10 for Range and application of language, i.e. lexis and structures, and up to 5 for Accuracy).

Section C is the Research Based Essay: candidates are required to write one piece of 240-270 words on a topic that relates to one of the four main areas of research (Geographical area, Historical study, Aspects of modern society, Literature and the arts). Their chosen topic must also relate to Italian culture and society. Candidates will be rewarded for their knowledge and understanding of their chosen topic and their ability to organise ideas. Up to 30 marks are awarded for Reading, research and understanding (i.e. their knowledge but more importantly their analysis and evaluation of the chosen topic), up to 9 for organisation and development and up to 6 for Quality of language.

Question 1

For marking purposes the text is divided into 30 assessable chunks and a point is awarded for each chunk that is 100% correct in terms of grammar and spelling. Therefore many items were accessible to the vast majority of candidates, for example “italiano”, “e’ venuta”, “a Venezia”, “i bagagli”, “in albergo”, “e’ andata”, “in un bar”, “tutto il giorno”. Many candidates demonstrated knowledge of these key items of vocabulary and were successful in correctly rendering these items although there was a disappointing number of candidates who misspelt “bagagli” or struggled with agreements (article agreement - although many renditions were accepted by the mark scheme, for example “all’albergo/all’hotel” - or adjectival agreement in “tutto il giorno”).

Many candidates struggled with “studiava da 2 anni” and used “per” instead of “da” or missed the imperfect.

Quite a few missed the pluperfect in “had read” and used the perfect instead.

“Couldn’t wait to” and “(people) enjoying themselves and taking pictures” caused some candidates difficulty: the idiomatic “non vedeva l’ora” was often not known, agreement with “gente” was incorrect, most candidates were not able to translate the gerund with either “che + imperfect” or the simple infinitive, and a surprising number of candidates wrote the anglicised “prendere fotografie” instead of the correct “fare”.

“It was time to” also appeared to be quite challenging, mainly due to the use of the correct prepositions or the incorrect use of “il tempo” (“era ora di” was often not known).

Some proper nouns were not always known, especially “Piazza San Marco” (some “pizza” here!) and at times even “Venezia”.

On the positive side many candidates coped well with the structure of “after leaving”, with “qualcosa da bere” (though some were not familiar with “ha ordinato” and used other verbs such as “ha richiesto/ha ordinato” and with the past conditional in “she would have been”. There were also a few good renditions of “she sat down” though being a reflexive verb in the perfect tense it caused problems for weaker candidates. Many candidates also used correctly “ci” in “to stay there” although some points were lost by omitting the accent when using “li”.

Overall there were problems with misspelling (baggaglio/sfortunamente/comminciare), omission of accents (some candidates lost marks due to incorrect use of accents, even with “e’”), misuse of prepositions (especially in linking verbs) and a general lack of accuracy, suggesting that many candidates did not check their work sufficiently.

SECTION A: TRANSLATION

Question 1

Translate the following passage into Italian.

Anna had been studying Italian for two years when she came to Venice for the conference. She had read a lot about the city and couldn't wait to visit it. After leaving her luggage at the hotel, she went straight to St. Mark's Square. She sat down at a café and ordered something to drink. She could see people enjoying themselves and taking photos. She would have been delighted to stay there all day but unfortunately it was time to start work.

Da due anni. Anni studiava Italiano,
quando ^{è arrivata} ~~arriva~~ a Venezia per attendere
la conferenza.

Aveva letto molto cose della città
e non poteva aspettare per visitarla.

Dopo stava lasciando le valigie
all'albergo è andata diretta alla
piazza di San Marco.

Si è seduta al caffè e ^{ha} ~~domandato~~
qualcosa da bere. Potrebbe vedere
le persone si divertono e
prendono le foto.

Sarebbe molto contenta ^{per} rimanere
là tutto la giornata ma, sfortunatamente
c'era il tempo per cominciare il lavoro.

This is a middle candidate. There are 13 correct “chunks” so the final score is 4/10.

**ResultsPlus**

Examiner Comments

Good rendition of the first imperfect but incorrect use of “arrivare” instead of “venire” and Anglicism “attendere”.

Good use of the plusperfect but incorrect agreement (“molto cose”). Incorrect use of prepositions “dalla” and “per”; “non vedeva l’ora clearly not known.

Good translation of the easier chunks in the third paragraph but some problems with “dopo” and some incorrect vocabulary (“valigie” was not accepted).

Good rendition of the first sentence in the fourth paragraph (it is a pity that the definite article was used instead of the indefinite) but this candidate had great difficulties in translating the “gente” sentence.

Wrong conditional (present instead of past), wrong agreement in “tutto la giornata”, speliing mistake in “sfortunatamente”, wrong translation of “it was” and again some loss of marks due to wrong prepositions.

This candidate could have scored higher if he/she had paid more attention to prepositions, verb tenses and sometimes spelling. He/she has a good basic vocabulary and a reasonably good grammar knowledge as many more complex structures and verb forms are correct but it is been applied inconsistently. He/she would have benefited from a final check.

Question 2(a)

This was the most popular of the three creative titles. Candidates were required to write an account of why Laura started to cry as well as an explanation of how the situation has come about. The response should also include a conclusion/resolution to the situation. The story should be developed and well structured. As the stimulus was in the perfect tense it would have been best to continue with the same tense but "passato remoto" was also accepted.

There were many imaginative accounts (such as the breakup of a relationship, problems at school, failed exams, an illness or death in the family, tears of joy etc.). Most candidates followed the rubric requirements to continue the story, explaining why Laura was crying and how it ended up. A few candidates unfortunately wrote the story preceding the stimulus event (rather than continuing from there) so that the stimulus sentence ended up being halfway through the piece or even at the end, which constituted a partial misunderstanding of the title.

Era un pomeriggio estivo, fine delle
scuole. Il clima era caldo secco,
per strada si incontrano gente
contenti e sgonfiati.
Paolo era uno di quelli, dopo un anno
scolastico molto impegnativo, era libero
e soddisfatto di se stesso.
Era uno dei pagnaccetti della
classe, ma quando si diceva, verifiche
o compiti Paolo era sempre attento.
All'inizio del mese di giugno i
risultati scolastici erano pronti, e
tutti erano ansiosi di vedere i risultati
finali.
Paolo e i suoi amici si erano dati

appuntamento davanti alla caffetteria vicino alla scuola, per andare a vedere le classifiche insieme.

Una volta entrati nel cortile della scuola il cuore gli batteva mille all'ora era così spaventato che chiese al suo amico di guardare per lui. Quando guardò gli fece uno scherzetto, dicendo che non era andata, Paolo non ci poteva credere e andò di persona a vedere; quando vide che era passata era felicissimo. Per fortuna per lui e i suoi amici era andata bene!

Felici e soddisfatti i ragazzi si diedero un altro appuntamento per la sera, per festeggiare la loro promozione. Tornando a casa con il cuore pieno di gioia Paolo incontra la sua amica Laura, la quale scoppia in lacrime. Quando Paolo la vide, la avvicinò subito cercando di capire perché piangeva. Lei lo calmo; una volta calmo, lei gli dice la ragione del suo ramore: era stata baciata e doveva ripetere l'anno. Paolo si sentì triste per lei e gli dice di non preoccuparsi, che si farà l'anno.

prossimo!

This story scored reasonably for language but not very high in terms of content.



ResultsPlus

Examiner Comments

Accuracy: 4/5

Range and application of language: 8/10

but Understanding and response: 5/15, it is hardly a continuation of the sentence in the stimulus.

Organisation and development: 10/15, it is far too long

This candidates should have concentrated more on the initial stimulus and built a story starting from that. More care should have been taken with the word count.

Question 2(b)

The headline depicts an argument/fight in the city centre. Candidates were expected to write a story outlining what took place and its causes, possibly adding a discussion of the wider social significance of this type of 'event'. Any logical or creative development could follow on from an initial 'setting the scene' of the story. The piece should be written in journalistic style.

Most candidates who opted for this minority choice were able to describe events and how the situation ended up within a journalistic framework, developing their responses to a good degree.

Some candidates unfortunately wrote very little about the actual incident itself, choosing to focus on a general discussion of social issues such as alcohol or drug abuse. Therefore they did not write in a journalistic style and produced more of a discursive essay, which constituted a misunderstanding of the task.

Occasionally there was some minor misunderstanding where candidates understood that they had to write an article about an incident in town but did not refer to "ubriachi" ior else they did refer to drunk youth but omitted the fight, probably not understanding the wording of the headline.

Ieri sera, presso una discoteca in Via Pandazia a Roma, si è verificata una vera e propria rissa minorenni. Si dice che la motivazione era la fidanzata di uno dei ragazzi coinvolti. Federica Lepanto ci spiega "La serata andava bene, poi tutto ^{ad} un tratto, un ragazzo a me sconosciuto mi fece delle proposte di natura sessuale, il mio fidanzato sentì, e rispose che stavamo insieme, poi venne aggredito da l'altro ragazzo che lo colpì al volto." (37)

Si dice che tutti i ragazzi ~~coinvolti~~ coinvolti erano sia minorenni che ubriachi. Che i ragazzi bevano sostanze alcoliche non è una sorpresa, ma (100) che le discoteche ~~facevano~~ ^{facevano} entrare tutti, sia

adulti che minorenni, può essere sconvolgente per alcune persone. La rissa coinvolge ~~sette~~ ^{due altre persone,} amici di ciascuno dei ragazzi, e nella confusione due 'buttafuori' sono stati colpiti, uno dei cui è stato portato in ospedale.

Si chiede ora ~~una~~ un aumento dei controlli di età prima della vendita di sostanze intoxicanti soprattutto nei locali e le discoteche. Il ministro per la tutela dei giovani aggiunge, "Troppi locali cercano di attirare ragazzi sempre più giovani, per aumentare i guadagni. Si ~~devono~~ ^{dovranno} effettuare ^{dei} controlli più severi e rigorosi insieme ad una campagna per educare i più giovani ~~se~~ nei riguardi degli effetti che l'alcool ^{può avere} ~~ha~~ sui nostri corpi.

Il futuro dei 4 ragazzi arrestati non è ancora chiaro, comunque il locale ha subito una multa di ~~tre~~ ^{quattro} mila euro (€3.000). Visto che i ~~quattro~~ ^{quattro} giovani non ~~hanno~~ ^{avevano} precedenti penali, ci si aspetta una loro rilascio nei prossimi giorni.

La condizione del ~~buttafuori~~ ^{buttafuori} membro della sicurezza del locale è stabile ma ancora critica. (254)

A very good article in response to the headline, in a successful journalistic register and written in very accurate and complex language.



ResultsPlus

Examiner Comments

Accuracy: 5/5

Range and application of language: 9/10

Understanding and response: 13/15

Organisation and development: 13/15

Question 2(c)

The picture shows a pickpocket on a bike and candidates were asked to write about how this situation comes about, what they did themselves and how the situation ended up. Any logical or creative development could follow on from the initial 'setting the scene' of the story.

The rubric was followed correctly here with answers depicting witnesses to a robbery. Candidates were generally able to explain how the incident happened and what they did using good descriptive language. Some candidates were able to explain how the situation ended up while others simply made passing reference to this, producing unbalanced responses as a result.

This task was quite accessible even to weaker candidates who were able to draw on what they had learnt at GCSE level regarding loss and theft.

Question 2(d)

Candidates were required to offer balanced opinions about the role of religion in society, mentioning advantages and disadvantages of religion in the context of society and reaching a conclusion as to whether or not they consider religion to be a major cause of conflict in society. The information should be structured and follow a coherent argument throughout.

Candidates were generally able to produce reasons why they felt religion to be a cause of conflict in society. Better candidates then discussed other sources of conflict and mentioned positive aspects of religion also. Many mentioned for example support through difficult times, moral guidelines etc and compared this with negative aspects - extremism, religious conflicts, wars that result through lack of tolerance, with many references to Muslims and attacks in America or in London.

Some candidates however showed limited understanding by deviating into a discussion of issues such as racism and hence many wandered off the point, producing a rambling response and losing sight of the question itself.

Al ^{certo} ~~certo~~ livello ^{si} potrebbe vedere che la religione ha contribuito verso il conflitto nelle società.

nella storia si vede che per esempio ^{per esempio} i Cristiani e i Musulmani hanno si combattuto ^{per esempio} in Europa e nelle palestina. ci sono tante esempi quando c'era la guerra fra la gente di diverse religioni.

più recente si vede la sospette ^{verso} verso i Musulmani, in Gran Bretagna ed altri parti del mondo. L'incidente a ^{dove} New York nel 2001 ha sviluppato una clima più ^{intollerante} intollerante di prima.

ma al ^{altro} ~~ante~~ lato si potrebbe dire che ci siano tanta similitudine fra le diverse religioni, e la differenza siano ^{se} ~~so~~ ^{sole} superficiale. Fuori la politica, ogni religione predicare armonia, tolleranza, pace e l'amore fra la gente.

Ma se questo è vero, perché ci sono ancora la intolleranza fra la gente di diverse religioni?

Certo persone ragionerebbe che ^{le} ~~le~~ religioni non contribuiscono niente positiva per il mondo. Infatti ^{secondo questo punto} ~~che~~ il mondo sia un meglio posto senza la religione.

Io penso che sia importante a realizzare che ogni religione è dovuta dalle società dal passato. Le loro caratteristiche qualità sono sviluppate da tanti anni, e dunque oggi ci sono tante diverse religioni.

Quando si capisce che non c'è un religione che ha tutto la verità ma solo un aspetto delle

Vento, si potrebbe sviluppare la tolleranza
fra le gente di diversi religioni.

Ma penso che certe ^{gente} persone non possa
accettare questo punto, ed al contrario
insiste che il suo religione è superiore
d'altri.

In somma, è chiaro che la religione
ha contribuito verso il conflitto del
mondo. Ma il conflitto sviluppa
anche per l'altri regioni, per esempio
politiche. Si potrebbe vedere le
situazioni nel mondo quando l'altri
cose, ^{invece} ^{invece} dei religioni, contribuiscono verso
il conflitto, per esempio in Africa.
Prima c'era il conflitto in Russia, dopo
la guerra quando si ^{ha} inflittato l'
ideologia comunista.

This is an example of a weaker candidate.



ResultsPlus

Examiner Comments

Accuracy: very limited, 2/5.

Range and application of language: 4/10 as there are many lexical errors.

Understanding and response: 9/15 as some implications of the questions were addressed.

Organisation and development: 7/10 as it is not always clear

This candidate needs to improve their basic language skills (verb forms, agreements etc)
but also their essay skills as the essay is a bit rambling and needs to be more structured

Question 2(e)

Candidates had to outline the main economic and environmental issues surrounding the choice of holidays, offering a balanced argument and reaching a conclusion based on the arguments put forward. Information should be presented in a structured and coherent manner.

Here candidates generally took a stance on which aspect they considered to be most important when going on holiday. Better candidates produced a balanced response and discussed both the environmental and economic aspects of going on holiday, considering, for example, the growth of low cost travel and its impact on the environment as opposed to saving money, especially in these times of recession.

Others produced more unbalanced responses, only concentrating on one of the aspects.

The word ‘ambientale’ was interpreted by some to mean simply surroundings/location with no mention of environmental issues so a few candidates misunderstood the task.

A few candidates also produced responses which were too personal, talking about their own holidays and holiday plans for the summer and hence their response also showed limited understanding of the question.

Question 2(f)

Candidates were asked to outline the main concerns regarding the decision to go to university, offering arguments for and against going to university based on these common concerns.

Candidates should offer a balanced argument and reach a conclusion based on these arguments. The arguments should be balanced and the conclusion should reflect them in a coherent manner.

This question was the most popular option, probably because it struck a chord with many students as it was an issue they had experience of. Candidates were generally able to mention the concerns of young people in relation to going to university, with many mentioning economic considerations, moving to another city/away from family and friends, the demands of studying and also the actual benefit of having a degree and finding a job at the end of university - possibly with a lot of debt too.

Candidates developed points here to varying degrees, with better candidates developing points very clearly within the context of the question.

Some candidates ignored elements of the question and wrote a lot about whether to go to university or not but did not deal with the main preoccupations and this was reflected in the marks awarded.

Some essays were too personal, with use of 'io' throughout or for the most part.

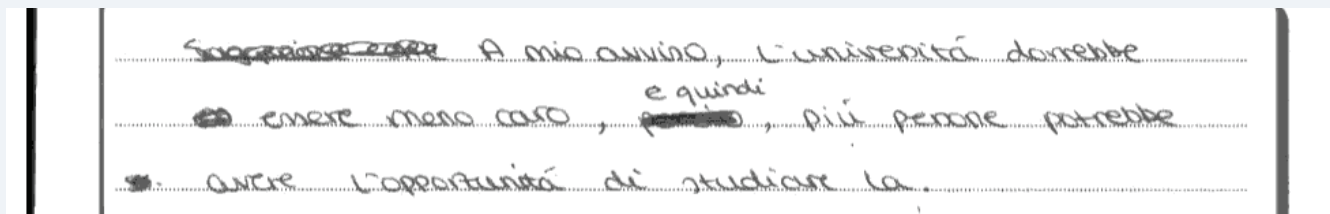
~~Esistono~~ Ci sono due scuole di pensiero sulla decisione di andare all'università o no. Sono in molti a pensare che l'università è essenziale per crescere come una persona, ma c'è anche l'altra faccia della medaglia perché altre persone ~~non~~ credono che l'università sia inutile e costosa.

Da un lato, molti giovani vogliono andare all'università, principalmente per studiare ed ottenere una laurea, ma anche per ^{la} ~~propria~~ ^{e per maturare come individui.} cultura generale. ¹ ~~se~~ ~~per~~ Molti giovani sanno che si può fare nuove esperienze ~~all'università~~ all'università ed imparare nuove abilità che possono essere utile quando i giovani vogliono trovare un lavoro pagato bene.

È risaputo che i giovani possano socializzare e questo potrebbe ~~essere~~ migliorare le abilità ~~comunicative~~ comunicazione. Per molti, la ^{decisione} ~~decisione~~ di andare all'università è facile, assolutamente sì!

Dall'altro, alcuni giovani hanno preoccupazioni se dovrebbero ~~dovrebbero~~ andare all'università perché ci possono essere i problemi finanziari perché i costi sono grandi, per ~~otto~~ alcune famiglie. Un'altra preoccupazione principale è vivere da soli, senza i genitori. Questo è una nuova esperienza ed i giovani potrebbero avere paura. ~~perché~~ Qualche ragazzo preoccupano perché c'è la premessa di fare amicizia ed alcuni ~~no~~ ^{timidi} ~~no per le prestazioni~~ e dunque il movimento da casa ~~es~~ ^è all'università può essere ~~prezioso~~. Alcuni non vogliono ~~essere~~ andare all'università a causa ~~della~~ ^{delle} crisi economica. ~~Ci sono pochi lavori disponibili~~ loro ^{sceste} ~~sceste~~ di carriera, per esempio e qualcuno vuole diventare un ~~lavoratore~~ trovare un lavoro manuale, non c'è sempre il bisogno ^{di} ~~essere laureati~~ ~~essere laureati~~ ~~all'università~~.

Per concludere dirvi che la decisione di andare all'università o no, dipende dalla situazione dei ~~gli~~ individui, e se vogliono veramente ^{avere} ~~potere~~ l'esperienza all'università. Sappiamo che sia molto importante fare la propria decisione.



Another very good essay both in terms of language and content.



ResultsPlus

Examiner Comments

Accuracy: 5/5 despite the odd error

Range and application: 8/10

Understanding and response: 12/15

Organisation and development: 10/15

The candidate makes many relevant points and the essay is reasonably well organised with a clear introduction and conclusion although the central part could be sequenced more effectively.

Question 2(g)

Candidates were required to present a balanced argument considering all the key points for and against spending money on international sporting events. The essay should be well structured and come to an informed conclusion.

Candidates generally adopted a stance on whether spending money on sporting events is justifiable or not and were able to outline reasons for their stance. Many wrote balanced answers using the ideas of bringing tourism to the country and so these events had economic benefits and also they helped improve the tolerance of nations together. On the other hand many stated that money could be better used at a time of international need, for example to support the needy or homeless in society.

Many did not focus on both sides of the argument here and while better candidates mentioned other ways that the money could be spent, many made no reference to this at all.

Question 3(a)

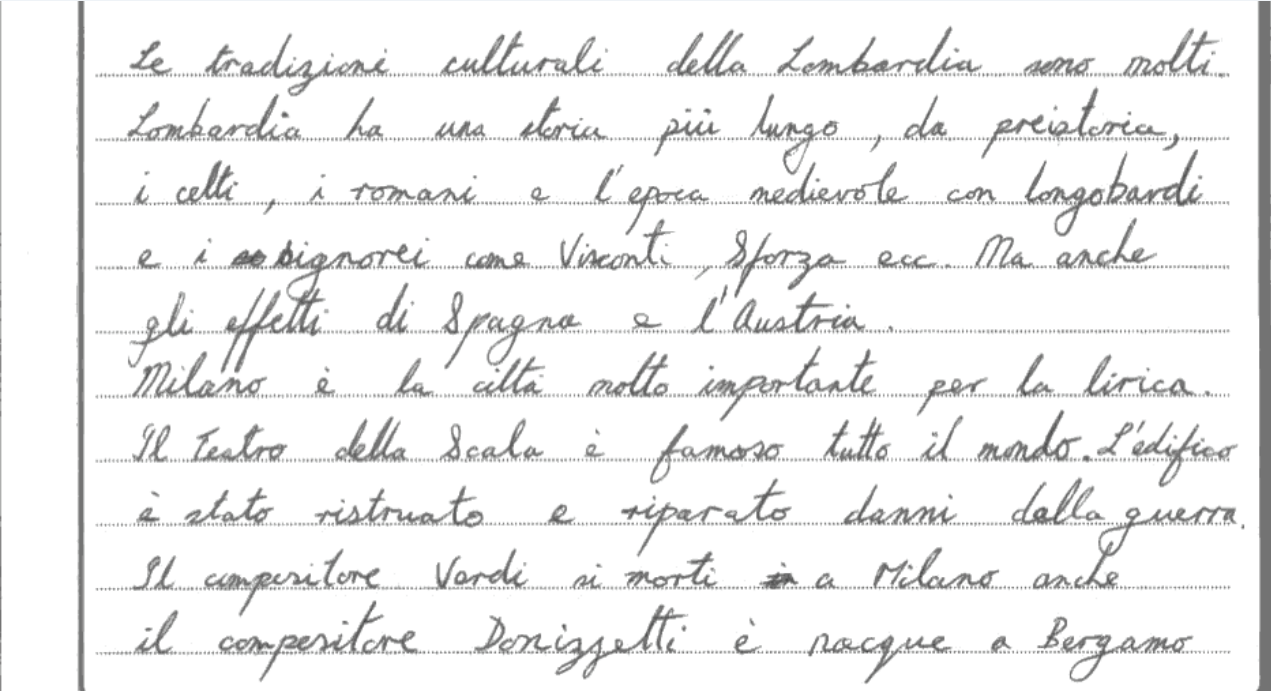
Approximately 13% of candidates opted for the geographical area. There were some instances of wrong choice of topic material: 'Il Colosseo', 'Napoli sotterranea'.

Some candidates simply produced a pre-learned response and this was very often largely irrelevant to the question set.

Many candidates showed limited understanding of what was meant by cultural traditions. Whilst many candidates did show knowledge of the cultural traditions of the area studied, many did not discuss the importance of these as required by the question. Only a few candidates demonstrated an ability to analyse and analysis was at best unambitious.

Many answers described the area or town very well but did not deal with the cultural traditions so that the essay turned into general descriptions.

The ones that did deal well with cultural aspects talked about folklore, festivals etc and showed a very good amount of research and understanding.



Le tradizioni culturali della Lombardia sono molte.
Lombardia ha una storia più lunga, da preistoria,
i celti, i romani e l'epoca medievale con longobardi
e i signori come Visconti, Sforza ecc. Ma anche
gli effetti di Spagna e l'Austria.
Milano è la città molto importante per la lirica.
Il Teatro della Scala è famoso tutto il mondo. L'edificio
è stato ristrutturato e riparato danni dalla guerra.
Il compositore Verdi si morì a Milano anche
il compositore Donizetti è nacque a Bergamo.

La lirica 'Rigoletto' di Verdi è a Mantova quando la casa di Rigoletto. Anche in a Mantova c'è un piccolo teatro storico ora è stato ~~ris~~ visitava Mozart. La lirica, come tutt'Italia è molto importante.

L'arte e disegno sono più importante, non solo per la moda cui è più importante per Milano ma anche per architettura e le industrie nelle città non solo Milano ma anche Varese, Como, Bergamo ecc. Nel passato l'arte è stato più importante per i signorci come la famiglia Gonzaga a Mantova. E il Palazzo Ducale hanno affreschi di Mantegna con trompe l'oeil, bellissime.

La moda è famosa tutti il mondo, a Milano c'è la Fiera ogni anno a Rho, anche in 2015 sarà 'Expo 2015' Enogastronomia è molto importante. La regione è famosa per i cibi ed i vini.

I vini da Franciacorta, Valtellina e Oltre pavese sono famosi ~~in~~ non solo in Lombardia ma anche in Italia e altro paesi di Europa.

La famosa 'botellata Milanese' è stato di 'Wiener Snitzel' introduce dell'austriaci anche 'il risotto' è stato 'paella' introduce gli spagnoli.

Architettura è molto importante, Architetto famoso Renzo Piano ~~ha~~ lavorare a Milano anche Bramante sono lavorato in Milano. Ma altre città sono famose per gli edifici. Edifici storici come la Certosa di

Parla ma anche per costruzione nuove. Piccoli edifici
in Milano anche Valenza Torre.

**ResultsPlus****Examiner Comments**

A lot of the points mentioned (musica lirica, arte, moda, architettura) are not really traditions as such. There is a lot of irrelevant information (for ex. about composers).

Reading, research and understanding: 9/30

Organisation and development: 3/9

Quality of language: 3/6

The candidate struggled to identify what constitutes a tradition: they could have mentioned festivals or even gastronomic traditions, which are mentioned but with very little expansion. The whole essay is quite descriptive with no attempt at analysing the importance of these traditions.

The candidate should have tried to sequence idea more effectively instead of just producing a list of (mostly irrelevant) points. A plan might have helped.

Question 3(b)

7% of candidates opted for Historical studies. The most common periods for study were Fascism and Risorgimento.

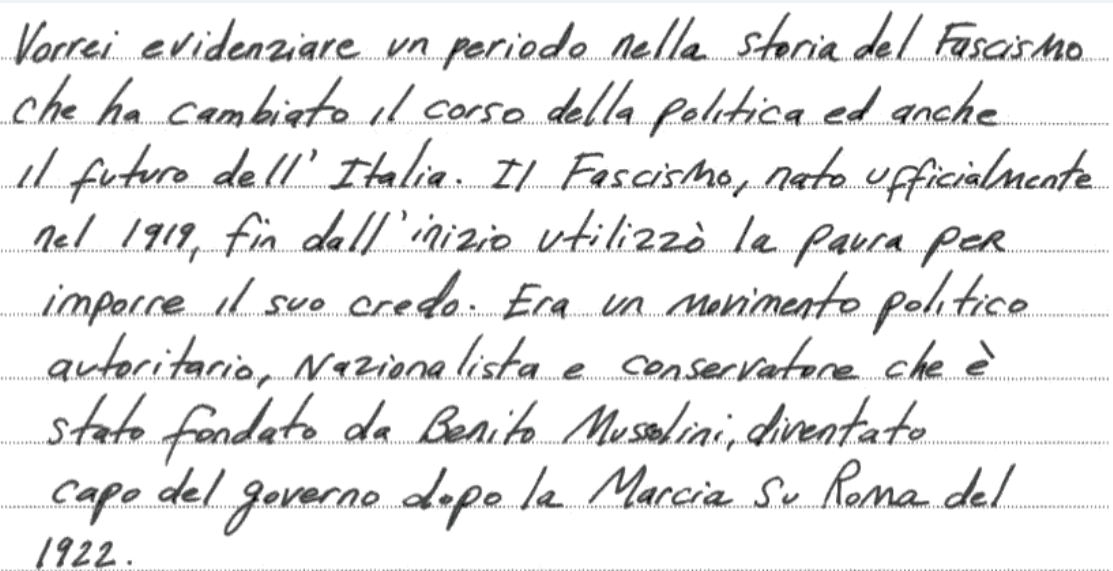
Most essays for this section were disappointing. The majority of candidates struggled to identify a historical event as required by the question. Some did mention the “Spedizione dei Mille”, for example, but did not really focus on the event itself, choosing rather to give a general discussion of the Risorgimento.

Some candidates produced entirely irrelevant responses -simply regurgitating pre-learnt material on their chosen period of study - and some did not even mention an event pertaining to Italy in particular but gave general details on events such as the Holocaust and the Second World War with very little or no reference to Italy.

Some gave a biography of certain historical figures with no attempt to link these to a historical event.

Better candidates did describe a specific event in great detail but the importance of it was often not analysed.

Only a few candidates answered fully and with some degree of analysis and personal evaluation to the question set.



Vorrei evidenziare un periodo nella storia del Fascismo che ha cambiato il corso della politica ed anche il futuro dell' Italia. Il Fascismo, nato ufficialmente nel 1919, fin dall' inizio utilizzò la paura per imporre il suo credo. Era un movimento politico autoritario, Nazionalista e conservatore che è stato fondato da Benito Mussolini, diventato capo del governo dopo la Marcia su Roma del 1922.

A opporsi all'ascesa del Fascismo ci fu, tra gli altri, la figura principale della sinistra, Giacomo Matteotti, il leader dei Socialisti Riformisti.

In essenza Matteotti era un uomo di principi mentre Mussolini era un uomo dittatoriale che fondava la sua propaganda sull'orgoglio nazionale e la paura della minaccia rossa. L'innovativo uso della propaganda come strumento politico fece sì che gli Italiani durante il Ventennio gravitassero sempre più verso il Fascismo non per convinzione ma per necessità.

Il 1924 è stato un anno molto significativo. Matteotti ha contestato i risultati delle elezioni che si erano svolte il 6 di aprile. (Vinte dalla lista Nazionale dei Fascisti con il 61%). Subito dopo Matteotti è stato rapito e successivamente assassinato. Credo che la morte di Matteotti sia stata una violenza calcolata a tavolino per dimostrare che l'opposizione non c'era e non sarebbe mai stata tollerata. L'Italia era diventato un paese totalitario.

~~Se non fosse per la violenza e l'oppressione il Fascismo sarebbe passato alla storia anche per alcuni aspetti positivi. Per esempio i lavori pubblici (la bonifica dell' Agro Pontino) e~~

Se non fosse per la violenza e l'oppressione che ha obreggiatto tutto, il Fascismo sarebbe passato alla storia anche per alcuni aspetti positivi. Per esempio i lavori pubblici (la bonifica dell' Agro Pontino) e la nuova tendenza in architettura (basti pensare all' EUR o a Latina) che evoca l'impero Romano. Questi Lavori hanno aiutato l'economia e hanno aiutato a diminuire la disoccupazione. Tuttavia, alla fine gli aspetti ~~negative~~ negativi sembrano avere più peso.

The candidate has a very good knowledge of the chosen historical period, fascism, but does not really address the question set.

**ResultsPlus**

Examiner Comments

There is clear evidence of reading and research but the candidate failed to identify ONE historical event within their chosen period (although they made a start by mentioning 1924 as a significant year, but this is not followed through) and the essay ends up being more of an evaluation of Mussolini's regime.

The candidate, who clearly has learnt the history of this period quite well, should have read the title more carefully: he/she should have chosen one particular event and should have evaluated its importance (for example. la marcia su Roma, il delitto Matteotti in this case or l'entrata in guerra). This could well be a pre-rehearsed essay as the question in the title is hardly addressed. It is a shame as this candidate carried out a lot of research and their quality of language is extremely good.

Question 3(c)

Surprisingly only 4% of candidates opted for Aspects of modern society.

Aspects of modern Italian society discussed were the environment, tourism, mafia, family changes, the role of women in Italian society and above all immigration. A few candidates chose very limited “aspects” such as traffic, which did not lend themselves to a very deep analytical approach.

Again this question required candidates to explain the importance of their chosen aspect of society but many tended to ramble about the issue in very general terms (especially immigration), often producing more of a discursive essay than a research based essay.

Question 3(d)

This was the majority choice, with 72% of candidates opting for Literature and the arts.

The most popular texts/films were “Volevo i pantaloni”, “Io non ho paura”, “Le voci della sera”, “Senza sangue” (all from list in the previous specifications) and “La vita è bella”. However, there was great variety of topics: ‘Il sergente nella neve’, ‘Sillabario N.2’, ‘La luna e i falò’, ‘Videocracy’, ‘I promessi sposi’, ‘Ciao Diario’, ‘Notte prima degli esami’, ‘Fontamara’, ‘Tre metri sopra il cielo’, ‘Cristo si è fermato a Eboli’, ‘La strada’, ‘Lessico familiare’, ‘Le cronache del mondo’, ‘Ladri di biciclette’, ‘L’inferno’, ‘Elogio alla bruttezza’, ‘I 100 passi’, ‘Una barca nel bosco’, ‘Nuovo cinema paradiso’, ‘La stanza del figlio’, ‘La disubbidienza’, ‘Il giorno della civetta’, ‘Non ti muovere’, ‘Le voci della sera’, ‘La meglio gioventù’...

Candidates generally demonstrated evidence of reading but many responses tended to be very narrative: the work studied was simply narrated in great detail and the question was not addressed.

Most candidates did identify a theme but many did not discuss why they felt this to be the most important theme in the work.

Better candidates did attempt to analyse the importance although their argument was often not well developed.

A few candidates produced very good responses showing an ability to analyse and evaluate.

The most common answer was based on “Io non ho paura” where the themes were fear, childhood, loss of innocence, friendship etc and good reference was made to the anni di piombo showing extra research.

There were a few essays based on an Italian opera, which for this year were accepted but operas are not an acceptable topic as the specifications state that only a text, play or film can be used.

There were a few irrelevant answers as they were based on non-Italian texts/films, for example Twilight.

Again a number of candidates wrote prelearnt essays (some kind of “recensione”) without addressing the question in the title.

Nel libro 'Volevo i pantaloni' il carattere principale è Annetta, una ragazza del sud profondo d'Italia, che ha sogni ~~concorrente~~^{contro} come voler portare i pantaloni. Per Annetta, indossare i pantaloni non è una possibilità per causa di suo padre che dice che solo le prostitute portano i pantaloni. In questo romanzo un tema importante è il rapporto tra Annetta e i suoi parenti, incluso sono i suoi genitori, suo fratello e sua zia e suo zio. che tutti fanno una parte della

storia e tutti, tranne la zia, cercando di rovinare la sua vita a causa di una mentalità antica.

Annetta non ha un buon rapporto con suo padre. Lui è troppo severo e crudele verso di lei, vuole solo che la sua figlia ritenga l'onore della famiglia e che si comporti come una signora invece di una pettegola. Povera Annetta soffre molto alle mani di suo padre che è un uomo violento, e spesso ~~punisce~~ la picchia. È per questo motivo che Annetta cerca di cambiare la sua identità, per scappare l'abuso che subisce nella propria casa.

La madre di Annetta è anche molto crudele. Non c'è il minimo segno di affetto da lei verso la sua figlia. Dice delle cose terribili e addirittura una volta brucia il braccio della sua figlia come punirla dopo aver sentito che Annetta aveva baciato un ragazzo. Annetta ha paura di sua madre e cerca di evitarla ~~il~~ più possibile.

Annetta e il suo fratello non vanno d'accordo. Secondo lei lui è un ubriacone. Tra loro manca la comunicazione e lui non ha tempo per sua sorella.

Lo zio di Annetta, Vincenzo è un uomo orribile. Quando Annetta era giovane lui ~~cercava~~ cercava di violentarla e da quel momento lei lo

ha odiato. Lei ha molto paura di suo zio e quando va a vivere con i suoi zii deve affrontarlo per una seconda volta. Per fortuna riesce a scappare e denuncia lo zio alla polizia.

L'unico rapporto buono tra tutti i parenti di Annetta era con sua zia. La zia è una donna gentile e generosa e tratta Annetta con molto affetto e pazienza. Tra loro c'è molto confidenza e rispetto. A casa di sua zia Annetta riesce a portare avanti il suo desiderio quando la zia permette Annetta a provare i pantaloni del suo marito.

~~La~~ Il tema dei rapporti tra i parenti è importante per me perché mostra l'importanza della famiglia e come non avere il supporto e l'amore della famiglia può distruggere la vita di una bambina, come nel caso di Annetta. I bambini devono poter fidarsi dei propri genitori e non avere paura di loro. In 'Volevo i pantaloni' questo romanzo dimostra la crudeltà e la severità di parenti che pensano più alla tradizione e la cultura del proprio paese che alla felicità dei loro figli. Il messaggio dato da questo libro a quelle che lo leggono è importante nel senso che

ha cercato di comunicare il fatto che il ruolo dei genitori è pensare ai figli che sono più importante che i vicini di casa e le loro opinioni, e girare le spalle quando si sente tutti i pettegolezzi perché i figli saranno per sempre e per sempre ~~volleranno~~ avranno bisogno di affetto e amore dai loro genitori e parenti.

This is a reasonably good attempt at answering the question set, with reference to “Volevo i pantaloni”.

**ResultsPlus**

Examiner Comments

The candidate clearly identifies the main theme of the book and the approach is quite analytical rather than descriptive but the essay is far too long and at times rambling.

Reading, research and understanding: 19/30

Organisation and development: 5/9

Quality of language: 6/6

The candidate should have been more succinct and kept their focus on the question in the title, choosing their material more carefully.

Grade Boundaries

Standards have been quite varied, with some very pleasing results at times.

Section A, the translation, is the most discriminating question in terms of grammar knowledge and application and also vocabulary knowledge so it is the part of the paper which has shown the greatest variety of standards.

Section B has not changed much from the previous syllabus so results have been comparable. Compared to the previous syllabus the mark scheme has changed slightly so that now Range of lexis and Manipulation of language are assessed in the same grid. Range and Application of Language: here there were some instances of inappropriate register used, particularly in discursive essays. There were a few anglicised sentence structures, often in clichéd expressions, and at times an over use of these (for ex. “l'altra faccia della medaglia”). Candidates sometimes struggled when there was a lack of topic-specific vocabulary but overall the lexis was sound and reasonably spelt. There were generally some attempts at using more complex structures, like the subjunctive (at times misused) and periodo ipotetico.

Accuracy is always variable, with verb conjugation and agreements being the most common mistakes. As for content, questions were sometimes not read or interpreted properly and the word count exceeded, but most candidate were able to write relevant pieces with a reasonable development and organisation of ideas.

Section C is the most innovative part of this paper and a number of candidates have not fully adhered to the requirements of the exam and have produced pre-rehearsed essays which did not address the questions set. There have been also a few candidates who prepared unsuitable topics which did not belong to any of the four main areas of research or which had no reference to Italian culture and society. However there have been also many instances of candidates producing good essays and displaying good knowledge and research on their chosen topic.

Grade	Max. Mark	a*	A	B	C	D	E	N	U
Raw boundary mark	100	82	71	60	50	40	30	20	0
Uniform mark scale boundary	130	117	104	91	78	65	52	39	0

a* is only used in conversion from raw to uniform marks. It is not a published unit grade.

The modern foreign languages specifications share a common design, but the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across these specifications are comparable at specification level.

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