

Examiners' Report/  
Principal Examiner Feedback

Summer 2014

Pearson Edexcel GCE  
in Italian (6IN01) Paper 1

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Summer 2014

Publications Code US039237\*

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## 6IN01 Unit 1: Spoken Expression and Response in Italian

In this Unit candidates are required to demonstrate their understanding of a short Italian text (linked to one of the General Topic Areas of the AS specification), and to engage in general discussion on the same topic area. The candidates' understanding of the text is tested by 4 questions posed by the teacher/examiner, who will then develop the conversation into a more general discussion of the topic area chosen by the candidate before the test.

The general topic areas are as follows:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Italian-speaking world
- Education and employment.

Candidates are free to choose any of the four General Topic Areas, according to their preference and interests. They should be advised to choose a topic area with which they are familiar, and that they are prepared to discuss in detail. They will need to research their chosen area and undertake reading from a variety of sources.

Candidates are given 15 minutes prior to their examination to prepare their stimulus text. During this time, they should study the text with a view to answering questions about it, offering their opinions about the subject of the text and the related subtopic, and to discussing the subject of the text in more detail.

The Oral form (see Appendix 1 in the Specification) must be completed to indicate the General Topic Area chosen by the candidate, and the number of the Stimulus Card used.

### Assessment Principles

Up to **50** marks are awarded positively using the appropriate Mark Scheme grids for **Quality of Language (16** marks: **8** for **Accuracy** and **8** for **Range of Lexis)**, **Response (20** marks) and **Understanding (14** marks: **4 Stimulus specific** and **10** related to the **General Topic area)**

### Candidates' Responses

The majority of centres that entered candidates for the AS oral examination in Italian should, in general terms, be congratulated on the thoroughness of their preparation. Many centres kept to the spirit of the examination, by allowing candidates to speak in a natural way within the broad topic area of discussion.

As in previous series, a good number of candidates reached commendable levels of linguistic competence. Many candidates were able to sustain their discussion well and offer interesting viewpoints in their opinion of given topics.

The importance of spontaneity must be stressed in relation to performances. Centres are reminded to avoid recitation of pre-prepared materials. Note that when candidates have learned everything by heart for the whole of Part B, this can lead to a very forced conversation – particularly if parts are missed out, so that the conversation can become meaningless. The same is true for monologues by candidates, with little or no teacher participation.

Centres are also reminded that it is bad practice to concentrate on one topic for all the candidates entered – especially when the teacher/examiner rotates the same questions to all candidates. This should be avoided. While this is often done in complete good faith, the lack of spontaneity severely limits the possibility of candidates accessing the upper marks for Response. Reliance on pre-learnt material should also be avoided as it can result in poor levels of accuracy.

### **Section A**

As in previous series, a number of candidates found the initial text and its questions challenging. Most candidates now expect a question of the type – *Di quale situazione parla il brano?*. However, few candidates were confident when the test began with *il testo dice che* or *il brano spiega che*, replying incorrectly with *il brano parla che*.

Candidates would benefit from honing summaries of the text to enable them to answer competently the first two questions of the stimulus card. It was pleasing to note fewer cases of candidates relying too heavily on the wording of the text.

More able candidates seemed to have been encouraged to give full answers to Q1 and consequently pre-empted Q2. Q3 and 4, being more general, were answered well by the more able candidates, who were able to put forward very interesting opinions and ideas – producing well developed answers. Some less able candidates offered little expansion in this Section, and consequently did not cover the required time needed to be spent on the first part of the examination.

### **Section B**

This was on the whole well done, and candidates seemed less inclined to recite pre-learnt material, which is very encouraging. All centres are well aware of the need for breadth of vocabulary within given topic areas, and many candidates prepared themselves exceptionally well for this aspect of the examination.

A number of candidates, however, still have an inadequate command of several verb tenses, including the present. Many centres continue to present candidates who perform well in this examination and who show that they are serious in their approach to language study.

This year, the topic areas Lifestyle, Health and Fitness and Youth Culture and Concerns were the most popular, with The World Around Us and Education and Employment rather less popular than in previous series.

## **EDUCATION AND EMPLOYMENT**

Stimulus 1: Candidates found the article accessible, and card 1A produced the more developed responses. Candidates were able to offer examples of why it's important to learn another language both at school and for future employment prospects, offering good strategies to secure linguistic competence. Responses showed an awareness of the importance of modern languages, as well as its inherent advantages and personal benefits.

Stimulus 2: some candidates found the passage challenging. While the passage was generally understood it, the process of formulating responses proved less accessible. Q3 on Stimulus Card B was well interpreted by some candidates, who offered a series of disadvantages – e.g. having a degree doesn't necessarily guarantee a job.

In some cases, the opportunities to expand the candidates' knowledge of the topic were not exploited and the general conversation remained restricted to personal experiences at school and/or projects for the future. Some teacher/examiners reverted to a GCSE level of questioning, which included many closed questions - e.g. *What's your favourite subject...? Do you like to wear a uniform?* Centres are reminded that this is bad practice, as it does not allow candidates to fully demonstrate their ability.

Candidates are able to access the full range of marks when a much wider variety of discussions emerges from this topic, prompted by more imaginative questions - e.g.: *How does school prepare you for work? How does studying non-practical subjects like Latin or Greek prepare you for the world of work?*

## **THE WORLD AROUND US**

This General Topic Area seemed to be evocative, and the candidates' obvious intrinsic interest in the environment clearly acted as a springboard to develop other topics - such as climate change and natural disasters, the use and development of sustainable energy, the protection of flora and fauna.

Candidates also discussed the impact of tourism on the environment and its contribution to climate change - generally supporting the need for travel and the importance of improving transport. A responsible attitude to local issues concerning pollution in cities and urban planning was the main focus.

This was once again the least popular General Topic Area and was chosen by students with a keen interest in this area, and a detailed knowledge and understanding of environmental threats and concerns.

Candidates who chose this topic area showed good knowledge and understanding of climate change, pollution, recycling and tourism, producing excellent informative discussions.

In a limited number of cases, the questions asked in Section B were limited to personal travelling experiences or preferences. This tended to generate a low-level conversation, rather than the discussion required at AS level.

Stimulus 1: both Cards A and B produced generally good answers, although in some cases Q1 and 2 produced answers which would have benefited from further development. Q3 and Q4 were handled more proficiently, allowing candidates to draw on their own personal experience.

Stimulus 2: there were several instances of candidates repeating parts of the text verbatim.

### **YOUTH CULTURE AND CONCERNS**

This series, the General Topic Area was again the most popular.

Stimulus 1: some candidates did not understand that the text was about a study. The answer to Q2 was not always complete, with many candidate not including all reasons (usually leaving out *i genitori non li controllano e i commercianti non chiedono l'età*). The expression *per quali ragioni?* was not always understood, whereas in the general conversation, a similar question *per quali motivi?* was well understood. In their reply to Q3, Card A, several students tended to repeat themselves, whereas in Q3, Card B, responses tended to be more open-ended.

Stimulus 2: was generally well understood and students recognized the dangers of video games and their influence on changing social behaviours. Almost unanimously candidates recognized that a total lack of control and rule-setting from parents was responsible for the problem.

In their reply to Q1, Card B, candidates did not always indicate all details, leaving out *rifiuta il cibo, rinuncia alla scuola e si comporta in maniera violenta*. With Q2, Card B, several candidates did not expand on their answer, mentioning only *i carabinieri* without saying what the *carabinieri* did. For Q4, Card B, nearly all candidates responded by identifying a lack of rules.

In the general discussion, candidates explored cultural differences regarding alcohol intake in different countries, and tended to focus more on the addictive and destructive nature of alcohol, rather than the problem of drugs. Music was a popular topic, exploring how musical taste defines personalities and friendship groups, helping young people to communicate and share ideas. Regarding technology, candidates celebrated the fact that it is a part of everyday life, embedded in everything we do.

### **LIFESTYLE, HEALTH AND FITNESS**

This is also a very popular topic area.

Stimulus 1: several candidates focused on obesity in general, rather than specific points related to children. Q2 led to some ambiguity, as candidates tended to offer personal opinions rather than refer the article.

Q3, Card B, allowed candidates to present conflicting responses, but required justification. In some cases this was limited to stereotypical responses such as: "No, because in Italy they eat a lot of pizza and pasta". Less able candidates misunderstood the question, and were unable to provide a relevant answer.

Q4, Card A, offered a platform to incorporate social issues and was answered generally well, with plenty of diverse perspectives outlined.

Stimulus 2: the topics were fully understood and responses generally satisfactory. Candidates dealt well with the questions on Card A, as mentioning a gym stimulated personal experience. A few candidates gave the full answer, which included *concentrazione, impegno, esercizio fisico, non deve essere doloroso per essere efficace*.

Q3, Card B, was not understood by some candidates and, in some cases, Q3 and Q4, Card B, elicited the same responses paraphrased.

All candidates seem to have a good knowledge of this General Topic Area, particularly in relation to food and sport. Only a few teacher/examiners covered health issues. Aside from the effects of smoking, a number of teacher/examiners asked questions about the social effects of drinks and drugs among young people.

Candidates' performance in terms of linguistic criteria was comparable to previous exam series. The range was wide and well distributed, from very good performances – above specification requirements – to a moderate, but nevertheless demonstrating an extension of the linguistic skills required at GCSE level.

Knowledge of the subjunctive remains in some cases theoretical, and in practice verbs of thinking were often followed by the indicative when the subjunctive would have been more appropriate. The expression è *importante che* was frequently used but was often incorrectly followed by the indicative.

Some less able candidates are still insecure in their knowledge of the present indicative, tending to skim over the verb ending. There were a number of GCSE-type mistakes, for example modal verbs were sometimes not followed by the infinitive. Some candidates did not distinguish between *chi* and *che*.

Care needs to be taken with verb endings, relative clauses and stress - particularly in the third person plural of the present tense, where the stress is not on the ending, e.g. *adoperare > adoperano*.

The use of the verb *piacere* is problematic: *non mi piace* is well understood but *alla madre non piaceva* proved tricky for many. Care should be taken when using verbs of feeling with a different subject. For example, in sentences such as *the mother was not happy that her son always played video games*, which would require the subjunctive.

The range of lexis was good and even very good, though it is worth noting that structures were very often limited and repetitive, with a large number of candidates not attempting any subordinate clauses. In the few case of pre-prepared material, some structures proved too complex for the candidates' ability. This resulted in flawed performances, with marked differences between Sections A and B.

Accuracy for agreements, gender and often verbs endings is an issue even with more able candidates, and errors in word stress and pronunciation were frequent.

It is worth noting that the following were common errors:

- *'agrossisce' instead of ingrossa*
- *'capabile' instead of capace*
- *'cortano le parole' instead of accorciano, riducono*
- *'devo piace il mio lavoro' instead of mi deve piacere*
- *'difficoltare' instead of rendere difficile*
- *'diventano dipendati' instead of diventano dipendenti*
- *'donatore di lavoro' instead of datore di lavoro*
- *'indivalità' instead of individualità*
- *'involve' instead of coinvolge*
- *'i litighi' instead of le liti, i litigi*
- *'nel questo' instead of in questo*
- *'i pidofili' instead of i pedofili*
- *'raggiungato' instead of raggiunto*
- *'rifusato' instead of rifiutato*
- *'i risulti' instead of i risultati*
- *'la sensabilazione' instead of la sensibilizzazione*
- *'sociabili' instead of socievoli*
- *'solvere' instead of risolvere*
- *'i vegetali' instead of le verdure*
- *'violare' instead of vietare*
- *'le vitamane' instead of le vitamine*
- *'cacchiare' instead of chiacchierare*
- *'capicità di contrazione' instead of capacità di concentrazione*
- *'le camere di multe' (speed cameras) instead of le telecamere or l'autovelox*
- *'creatato, creare' instead of creato, creare*
- *'la drogatura' instead of il doping*
- *'esperenziare' instead of provare, fare esperienza*
- *'si fa felice' instead of rende felici*
- *'fare cose male' instead of comportarsi male*
- *'imposare' instead of imporre*
- *'l'individuale' instead of l'individuo*
- *'i lingui' instead of le lingue*
- *'è malo per' instead of fa male a*
- *'il perso' instead of la perdita*
- *'al piede' instead of a piedi*
- *'non potiamo' instead of non possiamo*
- *'predictere' instead of predire*
- *'il grande preoccupo' instead of la grande preoccupazione*
- *'la problema' instead of il problema*
- *'il scemo' instead of lo schema*

- 'l'aumentazione' instead of *l'aumento*
- 'i relativi' instead of *i parenti*
- 'dipendere, dipendente su' instead of *dipendere, dipendente da*
- 'malo' instead of *dannoso / negativo / nocivo*
- 'il governo' instead of *il governo*
- 'fisicale' instead of *fisico*
- 'sarà aumentare' instead of *aumenterà*
- 'preventare' instead of *prevenire*
- 'contribua' instead of *contribuisce*
- 'potrebbe essere fare' instead of *potrebbe essere fatto/a*
- 'cominciare di' instead of *cominciare a*
- 'espressarsi' instead of *esprimersi*
- 'avere confidenza a/con' instead of *sentirsi a proprio agio con*
- 'avantaggi' instead of *vantaggi*; 'disvantaggi' instead of *svantaggi*;
- confusion between the use of *migliore* and *meglio*, *peggiore* and *peggio*, *buono* and *bene*, *cattivo* and *male* (i.e. the use of adjectives instead of adverbs and viceversa);
- pronunciation of *rischi*, *schermo*, *freschi* with the English 'ch';
- incorrect use of *piacere*;
- in response to question 1, the phrase 'il brano parla che...' instead of *parla di* or *dice che*;
- relative pronouns: 'chi' instead of *che*;
- agreements: noun and adjective, verb and noun, etc.;
- 'if' clauses with wrong tenses;
- 'qualche giovani pensano' instead of *alcuni giovani pensano*;
- 'molte/molti gente' instead of *molta gente*; *gente* followed by a plural verb;
- intransitive verbs with *avere*;
- infinitive form of verb instead of conjugated form;
- 'perché' at the beginning of a sentence, instead of *siccome/dal momento che/dato che*;
- 'suoi/sue' instead of *loro*;
- 'gli umani' instead of *gli esseri umani*;
- 'la media' instead of *i media*;
- 'la maggioranza di' instead of *la maggioranza di*;
- 'affettare' instead of *colpire, influenzare*;
- 'i giovani diventano alcolici' instead of *alcoolizzati*;
- 'dopo che sono graduato' instead of *dopo essermi laureato*;
- 'l'articolo si tratta' instead of *l'articolo tratta di/nell'articolo si parla di*;
- 'improverare' instead of *migliorare*;
- 'contribuare/contribuito' instead of *contribuire/contribuito*;
- 'gagnare' instead of *guadagnare*;
- 'cose aiutevoli' instead of *cose utili*;
- 'i chimici' instead *le sostanze chimiche*;
- 'confianza' instead of *fiducia*;

- *'la cambia'* instead of *il cambio/il cambiamento*;
- *'la pianeta'* instead of *il pianeta*;
- *'i veicolari'* instead of *i veicoli*;
- *'expensivo'* instead of *caro/costoso*;
- *'esclusato* instead of *escluso*;
- *'centrico'* instead of *centrale*;

## Interesting Topics and Questions

- Quando i giovani partecipano a proteste o fanno parte di gruppi pacifisti lo fanno per moda?
- Il mondo del lavoro va cambiato o l'università va cambiata?
- Il lavoro precario è un'opportunità piuttosto che un fatto negativo?
- Vantaggi e svantaggi di una convivenza prolungata con i genitori.
- Secondo te, quando è il momento giusto per andare a vivere da soli?
- Perché il matrimonio non è visto più come la prima forma di convivenza?
- Quali sono i buoni esempi di giovani che dobbiamo pubblicizzare?
- Pensi che le campagne antifumo siano una forma di discriminazione nei confronti dei fumatori?
- Qual è il ruolo della scuola nella lotta contro il fumo?
- Ci sono aspetti negativi nell'uso massiccio delle tecnologie da parte dei giovani?
- La scuola prepara per la vita o per il lavoro futuro?
- L'università è ancora una garanzia di una carriera di successo?
- Quali consigli daresti ad un giovane che si prepara a scegliere l'università?
- Nel mondo del lavoro, uomini e donne hanno raggiunto la parità? Come si può cambiare questa situazione?
- Cosa si può fare perchè i giovani abbiano più possibilità di lavoro?
- Le campagne pubblicitarie aiutano a cambiare le abitudini alimentari delle persone?
- Cosa si potrebbe fare per migliorare i comportamenti alimentari delle persone?
- Che responsabilità ha l'industria alimentare verso le persone?
- Come si convince la gente a smettere di fumare?
- Come può influire la tecnologia sul rapporto genitori/figli?
- In che senso oggi si parla di 'famiglie'?
- Sei a favore dei matrimony gay?
- In che modo la famiglia è importante per un giovane della tua età?
- Pensi che il binge-drinking sia in parte responsabile per la delinquenza giovanile? Pensi che abbia una parte anche nelle gravidanze precoci?
- Sposarsi e fare figli è ancora importante per i giovani di oggi?
- Viaggi virtuali o reali?

- Gli italiani nel mondo: l'esperienza italiana di emigrazione, le comunità italiane all'estero?
  - Il gap year: è una buona idea e perché?
  - La competizione nello sport: aspetti negativi e positivi
  - Calcio: violenza e razzismo
  - Donazione di organi: pro o contro?
  - Aspetti negativi della rivoluzione tecnologica
  - Espressioni di ribellione: tatuaggi, piercing, droga
  - La vulnerabilità dei ragazzi
  - La droga come risultato della crisi sociale.
  - Preoccupazioni, sogni, ideali dei giovani d'oggi.
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- Perché i giovani non sono interessati alla musica classica?
  - Perché siamo così affascinati dai personaggi famosi?
  - Cos'è per te un buon padre / una buona madre?
  - Oltre il viaggio in sé, in quale altro modo si può conoscere bene un'altra cultura?
  - Quali elementi della cultura italiana sono più conosciuti e valorizzati all'estero e perché?
  - Perché certi sport sono considerati più seri di altri?
  - Cosa pensi della tendenza moderna di mangiare davanti alla tv?
  - Molti giovani oggi dicono di essere stressati – perché?
  - Se una persona è obesa o se fuma, dovrebbe avere diritto alle stesse cure di una persona che si prende cura di se stessa?
  - Perché gli inglesi non sembrano molto appassionati per le lingue? È giustificabile secondo te disinteressarsi in questo modo?
  - È giusto includere la religione nel programma obbligatorio delle scuole?
  - Dovremmo fare qualcosa per rallentare la tendenza delle aziende a spostare le loro fabbriche nei paesi dove la manodopera costa meno?
  - Quali fattori sono importanti nella scelta della carriera?
  - Fino a che punto i genitori determinano la scelta della carriera dei loro figli?
  - Quale funzione sociale può avere la musica?
  - Pensi che le campagne di sensibilizzazione influenzino le abitudini alimentari delle persone?
  - Bastano le azioni individuali per ridurre l'inquinamento?
  - Gli sport 'estremi' o pericolosi vanno proibiti?
  - Ritieni che il doping sia veramente 'frode sportiva' oppure un modo legittimo di migliorare le proprie prestazioni?
  - Per quali motivi si diventa vegetariani? Quali sono gli svantaggi e i vantaggi per l'individuo e per gli altri?
  - Perché la gente continua a non mangiare sano quando c'è tanta scelta e tutti sanno che frutta e verdura fanno bene?

- Bullismo: secondo te, perché una persona diventa bullo?
- Che cosa pensi dei 'casalinghi' – i padri che restano a casa per badare ai bambini?
- È possibile praticare il bullismo attraverso internet, MSN, sms, la chat?
- Pensi che la musica che piace adesso piacerà ancora tra dieci anni? Perché (no)?
- Perché certe persone cercano sempre di cambiare il 'look'?
- Fra 50 anni, come studieremo, secondo te? Come cambierà il mondo della scuola e degli studi?
- Pensi che sostenere un colloquio di lavoro a distanza possa avere dei vantaggi?
- Con le recenti proteste contro l'aumento delle tasse universitarie, abbiamo visto una rinascita d'interesse per la politica tra i giovani?
- È giusto fare sciopero per proteggere i diritti dei lavoratori? Ci sono delle professioni o dei mestieri che non dovrebbero avere il diritto di scioperare?
- Fra 50 anni, come lavoreremo, secondo te? Come cambierà il mondo del lavoro?
- Il turismo è sempre positivo? Che significato pensi abbia l'espressione 'turismo responsabile'?
- Perché la gente continua a vivere in zone a rischio di attività sismica o vulcanica?
- Che cosa pensi del cosiddetto 'commercio equo' – stai attento quando fai la spesa a fare scelte ecologiche e solidali?

### **Teacher/Examiners**

The exams were generally well conducted, with the majority of teacher/examiners and their candidates performing extremely well. It was evident that a good number of teacher/examiners had conscientiously prepared their candidates' topics eliciting very good performances from their students.

However, some teacher/examiners did not seem aware of the requirements indicated in the Specification, resulting in an incorrect conduct of the examination. For example, there were examples where teacher/examiners kept the conversation within the level of factual knowledge, rather than encouraging the expression of opinions and discussion. It was also noted that some limited the number of questions in Section B to four.

## **Administration**

Centres are reminded of the importance of timing for these examinations. In some cases the examinations were either too short or too long. The main thing to bear in mind is to allow for sufficient time to be given to Part A. In a minority of cases, it seemed that the stimulus-related questions had been known to the candidates before they were asked by the teacher/examiners, which is not allowed.

Centres are reminded that the rephrasing and/or expansion of the stimulus-related questions is also not permitted. This is regrettable, as it ultimately has an adverse effect on the candidates ability to access the full range of marks available.

It must be reiterated that, in the interest of fairness and comparability, candidates will be penalised if the examinations do not take place according to the Specification. It is therefore imperative that centres ensure that teacher/examiners are familiar with the prescriptions which govern the conduct of the oral examination.

Centres are also reminded of the importance of including the oral form and the register. Ensuring that the correct Stimulus Card is used is also imperative.

The quality of recording was generally good but there were still isolated cases where exams were inaudible. Centres must ensure that recording equipment is in good order so that the recordings made are of good quality.

*NB: Please note that following notification on the qualification page of the Pearson/Edexcel website, and via the updates from the Subject Advisor, Mr Alistair Drewery, we will no longer be accepting audio cassettes for assessment from September 2014 onwards.*

### **Advice and guidance**

It is worth noting the following points in particular:

- candidates should choose a General Topic Area which reflects their personal interest
- the material discussed should not only involve factual knowledge, but also include opinion
- candidates should be prepared to give full and extended answers to the stimulus-related questions
- candidates should plan and prepare, not memorise, the discussion in Section B.

Teacher/examiners should:

- ensure the correct stimulus is used
- ask the 4 stimulus-related questions as they appear on the card, without re-phrasing or expanding them
- elicit opinions and not test for factual knowledge only
- ensure that sufficient time is devoted to Section A
- move away from the topic of Section A to more general discussion of the topic area
- ask genuine unpredictable questions related to the chosen topic
- give a hesitant candidate the chance to respond, without correcting or interrupting.

# Unit 1: Spoken Expression and Response

## Marking guidance for oral examiners

### Tests that are too short

A test is too short if it is less than 7 minutes 30 seconds (this includes a 30 second tolerance).

Drop down one mark band to the corresponding mark across the following assessment grids:

- Quality of Language - Accuracy
- Quality of Language - Range of lexis
- Response

e.g.

4-5	Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible.
6-7	Generally accurate but some errors in more complex language; pronunciation and intonation generally good.
8	Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.

If a candidate would have scored 7 for Accuracy, they should be given 5, if they would have scored 6, they should be given 4. A similar adjustment should be made for Range and for Response. This will not affect the other assessment criteria 'Understanding - Stimulus specific' or 'Understanding - General Topic Area'.

### Test that are too long

Once the 10 minute mark has passed, the examiner stops listening at the end of the next sentence/sense group.

### Tests that do not move away from initial stimulus sub topic

Candidates are limited in the amount of marks they can score.

- 'Quality of Language - Range of lexis' - limited to a maximum of 3 marks
- 'Response' - limited to a maximum of 8 marks
- 'Understanding - General topic area' - cannot score more than 0

### Spontaneity/Response

If a test appears to lack spontaneity in large part to the extent that significant sections *appear to have been pre-learnt*, the mark for **Response** will be limited to a maximum of 8 marks. It may be that intonation is also impaired; however, poor intonation would not, on its own, suggest pre-learning.

Please note:

**Understanding – Stimulus specific** should only be used to mark **Section A** of the oral test.

**Understanding – General topic area** should only be used to mark **Section B** of the oral test.

When marking the oral exam, examiners are advised to immediately allocate a mark for Section A, prior to allocating marks for the rest of the test (Section B).

It is important that the PE and team leaders can see clearly the justification for marks awarded and examiners should note briefly on the OR1 form the reason for any caps which are applied in marking an oral test.

**If a score of '0' is awarded for any of the assessment grids, the oral recording should be referred to your Team Leader.**

**Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

