

Examiners' Report/
Principal Examiner Feedback

Summer 2016

Pearson Edexcel GCE

in Italian (6IN01)

Paper 1A Spoken Expression (TE)

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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 their teacher/examiner (TE), who then develops 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 which 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 with the general topic area chosen by the candidate and the number of the stimulus used.

Assessment Principles

Up to **50** marks are awarded positively using the appropriate grids for:

- **Quality of Language (16 marks - 8 for Accuracy and 8 for Range of Lexis)**
- **Response (20 marks)**
- **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, in allowing candidates to speak in a natural way within the broad topic area of discussion.

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

There were still some cases of over-rehearsal, although fewer centres appear to have tried this approach than had been the case in the past. The importance of spontaneity must be stressed in relation to performances that can only be described as:

- stage-managed, in which candidates have learned everything by heart for the whole of Part B and at times spend 8 minutes regurgitating

information, often leaving out bits so that the conversation becomes largely meaningless.

- monologue, with little or no teacher participation.
- one centre, one topic, when a class had studied the same topic and TE rotates the same 'unpredictable' questions to all candidates (all of whom had learned the answers more or less well).

This is often done in complete good faith but the lack of spontaneity severely limits the marks for Response. The repetition of language, often far above the candidates' real level of competence, can only result in poor levels of accuracy.

PART A

As in previous years, a number of candidates found the initial text and its questions too complex. Most candidates now expect a question of the type – *Di quale situazione parla il brano?* This year many candidates offered answers beginning with *il brano tratta di.....* or more simply *il brano parla di...* without difficulty. Question 2 was answered more convincingly by those candidates who chose to summarise their answer rather than use the text directly. Candidates continue to need practice in both oral and written summary to answer competently the first two questions of the initial text, although there were fewer cases of candidates relying too heavily on the wording of the text. Some better candidates had been encouraged to give full answers to Q1 and pre-empted Q2. Q3 and 4, being more general, were answered well by better candidates, who put forward very interesting opinions and ideas and produced well developed answers. These questions also showed up the weaknesses of other candidates, who performed better in part B, as they had been able to prepare this. Some candidates offered little expansion and did not cover the required time needed to be spent on the first part of the oral exam.

PART B

This was on the whole well done, and candidates seemed less inclined to simply deliver 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. In some cases, the candidates' performance was affected by the quality of questions asked. General questions such as: *Dove andrai in vacanza? Qual è la tua materia preferita?* are inadequate for this level and hence do not allow the candidate to reach high grades

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 chosen by a significant minority this year.

EDUCATION AND EMPLOYMENT

Stimulus 1: candidates had no problems in understanding questions 1 and 2. Question 3 and 4, on the other hand, proved more taxing for some and even some more able candidates were unable to think beyond the text. Qualities employers appreciate most seemed to be tidiness, positive attitude and appearance. Common stereotypes were laziness and lack of organisation.

Stimulus 2: some candidates had problems with the meaning of the word *rendimento*. The value of exams was generally not recognised and the majority of candidates who responded to Q 3, believed exams are a useful tool for teachers, for the purpose of assessment and differentiation but not for candidates. Many candidates thought the government should introduce new, more practical subjects in the curriculum. The gap between education and the world of work seems to have become smaller and the need for learning about taxes and general financial matters appear much greater than learning subjects such as Greek or Latin.

THE WORLD AROUND US

This topic area was 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 but were generally supporting the need for travel and the importance of improving transport. A more responsible attitude to local issues concerning pollution in the cities and urban planning was the main focus. This was once again the least popular topic area and was chosen by candidates with a keen interest in 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 part B were limited to personal travelling experiences or preferences and generated a simple and plain conversation, rather than the discussion required at this level. Questions such as: *Ti ricordi qualche vacanza molto bella del tuo passato? Che cosa hai fatto? Che cosa hai visto?* ... did not develop discussions suitable to AS level.

Stimulus 1: showed that candidates are very aware of cycling as a green, sustainable form of transport and had some good ideas about how cyclists should be protected in the future. The relevant vocabulary was understood and used well in context.

Stimulus 2: confirmed that candidates are in tune with environmental issues and care about the planet and its conservation. The type of questions elicited longer responses compared to other topic areas and as a result, teachers often did not

create a cut-off point between parts A and B, with the result that some candidates were not able to explore other subtopics successfully.

YOUTH CULTURE AND CONCERNS

Once again, the most popular topic area.

Stimulus 1: both cards were well understood and answers generally detailed and pertinent. The vast majority of candidates felt family and school need to cooperate to provide greater support and help youngsters manage their time using technology. However, candidates often recognised that as parents and teachers work in a technological world, it is difficult to justify reducing candidates' access.

Stimulus 2: this did not pose any issues, with the exception of Q3 where more-able candidates had informed opinions about the attitude of parents whereas some less-able candidates were often referring directly to the text and got confused.

In the general discussion, a recurrent point of debate was the family and social relationships and how technology and social media have had an impact on strengthening or weakening these ties. Music and fashion play an important role in providing youngsters with role-models, directions, trends, and an opportunity to express both individuality and encourage integration.

LIFESTYLE, HEALTH AND FITNESS

Another very popular topic area.

Stimulus 1: some candidates misunderstood the beginning of the text stating that sugar is as dangerous as smoking, missing the detail that scientists suggested labelling should be used on sweet products in the same way as health warnings labels on cigarette packets. Question 3 in Card A did not always elicit an exhaustive response and in some cases candidates referred back to the text and the idea of labels.

Stimulus 2: the consequences of excessive physical activity were identified by the majority of candidates who understood its effect on the heart and the tendency to eat more and more often.

Candidates seem to have a good knowledge of this Topic Area, particularly in relation to food and sport. The transition between stimulus content onto other subtopics was not always clear and the questions in section B seemed stuck between physical activity to keep fit and a healthy diet. This was a pity as it limited ideas being expressed and often stifled the conversation.

The level of debate was at times mundane and on occasions was reduced to GCSE-style questions. Uninspiring questions (Che cosa mangi per colazione/pranzo/cena/a scuola/a casa/quando esci con gli amici?) would only elicit bland responses. Asking the same structured questions like: Cosa dovrebbe fare il governo/la scuola ... cosa dovrebbero fare i genitori ... per promuovere uno

stile di vita più sano? – did not allow the candidates to develop and perform to the best of their abilities. Questions such as: *Se vincessi alla lotteria cosa faresti per mantenerti in forma?* and *L'anoressia è ancora diffusa?* can jeopardise the performance of even the best candidates.

Candidates' performance in terms of linguistic criteria showed one of the highest levels of competency in recent years, giving the impression that both candidates and their teachers were significantly more aware of the nature and aims of the examination: notwithstanding this, the range was wide and well distributed, from excellent performances – above specification requirements – to a moderate but nevertheless an extension of the linguistic skills required at GCSE level.

Among the native English candidates use of correct grammar was more frequent than in previous years. Candidates had little difficulty in expressing their opinion with phrases such as *Penso che sia* or *Sono del parere che...* Some candidates created an unfortunate initial impression with *il testo parla che...* rather than *il testo dice che...*. Nonetheless, this year there appeared to be a better grasp of basic grammar.

Weak areas continue to be adjectival agreement, the infinitive after modal verbs and direct and indirect object pronouns. Nonetheless, in broad terms, many candidates gave an able performance as regards accuracy and have an adequate command of the use of the subjunctive. Sometimes this knowledge of the subjunctive remained theoretical and in practice verbs of thinking were often followed by the indicative when the subjunctive might have been better. Some candidates are unaware that a verb form such as *vorrei che...* or *mi piacerebbe che...* must be followed by an imperfect subjunctive and not, as is the case in French, with a present subjunctive. Some weaker candidates are still insecure in their knowledge of the present tense indicative and tend to skim over the verb ending, leaving an overall bad impression.

The weakest candidates spoke frequently with only the infinitive verb form, expressed as the main verb or avoided the use of verbs throughout. As usual, there were a significant number of GCSE-type mistakes, for example modal verbs were sometimes not followed by the infinitive. Some candidates did not distinguish between the use of *chi* and *che* and treated them as interchangeable.

The correct use of the definite article continues to appear to be haphazard. Candidates often ignore the use of *gli* with masculine words beginning with an impure s and replace it with *i*. Some candidates simply ignore adjectival endings completely. There were some weaker candidates who continue to find the use of the verb *piacere* a problem.

Some candidates are also vague in their use of verbs taking a preposition or conversely taking no preposition. Some candidates seem unaware that *decidere* is followed by *di*, whereas *aiutare* takes *a*.

Despite this, many candidates were happy to show just how competent their knowledge of Italian was, with examples of the use of *benché* and *nonostante* readily followed by the subjunctive

The range of lexis was good or even very good, but structures were very often limited and repetitive, with a large number of candidates not attempting any subordinate clauses. In the few case of scripted material, structures were often too complex for the candidates' ability and resulted in very flawed performances with marked differences between Parts A and B.

Accuracy about agreements, gender and often verbs endings is still a problem even with stronger candidates and errors in word stress and pronunciation remain frequent.

Common errors were:

- *'pagare l'attenzione'* instead of *fare attenzione*
- *'le rate del crimine'* instead of *i tassi di criminalità*
- *'olio'* instead of *petrolio*
- *'i vegetali'* instead of *le verdure*
- *'involgere'* instead of *coinvolgere*
- *'compostata'* instead of *composta*
- *'i giovani'* instead of *i giovani*
- *'trattamenti medicali'* instead of *trattamenti medici*
- *'eserciziare'* instead of *esercitare/esercitarsi/fare esercizio*
- *'beneficiale'* instead of *benefico/utile*
- *'l'inquinazione'* instead of *l'inquinamento*
- *'la qualità dell'insegnanza'* instead of *la qualità dell'insegnamento*
- *'progressare'* instead of *progredire/ fare progressi*
- *'curriculum in vita'* instead of *curriculum vitae*
- *'preferiscono'* instead of *preferiscono*
- *'il diviso'* instead of *la divisione*
- *'un'alimentazione salutare'* instead of *un'alimentazione salutare*
- *'connettato'* instead of *connesso*
- *'intrattenimento'* instead of *intrattenimento*
- *'alcolici'* instead of *alcolisti /alcolizzati*
- *'la coordinazione'* instead of *la coordinazione*
- *'vivere a più lungo'* instead of *vivere più a lungo*
- *'un lusso sfrenato'* instead of *un lusso sfrenato*
- *'la percentuale'* instead of *la percentuale*
- *'la difficoltà'* instead of *la difficoltà*
- *'conoscimento'* instead of *ricoscimento / conoscenza*
- *'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*
- *'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 sensibilizzazione' instead of *la sensibilizzazione*
- 'sociabili' instead of *socievoli*
- 'solvere' instead of *risolvere*
- 'violare' instead of *vietare*
- 'le vitamane' instead of *le vitamine*
- 'cacchiare' instead of *chiacchierare*
- 'capicità di contrazione' instead of *capacità di concentrazione*
- 'si fa felice' instead of *rende felici*
- 'fare cose male' instead of *comportarsi male*
- 'imposare' instead of *imporre*
- 'è malo per' instead of *fa male a*
- '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 governamento' 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*;
- relative pronouns: 'chi' instead of *che*;
- agreements: noun and adjective, verb and noun, etc.;
- if clauses with wrong tenses;
- *qualche* followed by a plural noun;
- '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*;
- '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*;
- *'conflanza'* instead of *fiducia*;
- *'la cambia'* instead of *il cambio/il cambiamento*;
- *'la pianeta'* instead of *il pianeta*;
- *'i veicolari'* instead of *i veicoli*;
- *'espensivo'* instead of *caro/costoso*;
- *'esclusato* instead of *escluso*;
- *'centrico'* instead of *centrale*;
- *causare* + verb, e.g. *'ha causato a diminuire'* instead of *ha fatto diminuire*
- many common irregular verbs (*'sapo'*, *'uscio'* instead of *so, esco*)

Interesting Topics and Questions

- Perché è importante l'amicizia?
- Quali sono i pericoli del bere troppo?
- Perché secondo te le droghe sono illegali ma non lo sono gli alcolici?
- Pensi che la socializzazione sia influenzata da Internet?
- Quali giochi sviluppano la fantasia?
- Compreresti da un negozio dell'usato?
- Credi che l'abbigliamento succinto sia condannabile?
- Come mai la droga è considerata un problema?
- La scuola ha un ruolo formativo nel modo in cui viviamo la nostra vita?
- Perché i rapporti con i genitori si guastano durante l'adolescenza?
- Come mai gli adolescenti hanno atteggiamenti distruttivi?
- Come si può risolvere il problema dell'abuso di alcolici?
- Ci sono differenze tra ragazzi e ragazze durante l'adolescenza?
- Cos'è una famiglia tipica?
- Pensi che sia importante ascoltare la musica per imparare una lingua?
- Perché l'abuso di alcool è un problema tra i giovani?
- Visti i problemi di obesità tra i giovani, cosa potrebbe fare la scuola per convincere gli adolescenti a cambiare il proprio stile di vita e la propria dieta?
- Pensi che fare sport sia sufficiente per risolvere il problema dell'obesità?
- Credi che in Gran Bretagna ci sia un problema di cattiva alimentazione?
- Perché i tatuaggi e i piercing sono così di moda tra i giovani?
- Sei d'accordo sul fatto che la scuola non permette tatuaggi e piercing?
- Molti giovani pensano che per essere sani e belli bisogna essere magri. Cosa ne pensi?
- Pensi che i mass media siano responsabili dei gusti dei giovani?
- Perché esiste il problema del bullismo?
- Cosa pensi dell'istruzione on line?
- Cosa pensi delle campagne antidroga?
- La tecnologia moderna ha migliorato l'istruzione?
- Quale invenzione ti piacerebbe vedere nel futuro?
- Fino a che punto i tuoi fratelli o sorelle ti hanno influenzato?
- La pressione del gruppo è determinante per un giovane oggi?
- Quali sono le maggiori preoccupazioni per un giovane oggi?

- Perché i giovani italiani si emancipano così tardi rispetto ai loro coetanei europei?
- Cosa pensi dello sciopero dei medici?
- È immorale che lo sciopero riguarderà anche i pazienti in codice rosso?
- Pensi che noi come consumatori dobbiamo essere consapevoli di come i nostri vestiti sono fatti e da chi?
- Bisogna evitare i negozi a basso costo e perché?
- Fino a che punto la moda è importante?
- Quali sono i problemi associati con la moda?
- Che ruolo hanno le celebrità nell'imposizione di modelli da seguire?
- Perché i giovani sono influenzati dalle celebrità?
- In una società materialistica come la nostra è importante avere una grande personalità o possedere qualcosa?
- La biodiversità in Italia in cosa consiste?
- Quali iniziative ha preso il governo per proteggere il patrimonio naturale?
- 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 perché 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.
- 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 (TEs)

The exams were generally well conducted: the majority of TEs and their candidates did extremely well. It was evident that a good number of TEs had conscientiously prepared their candidates' topics eliciting very good performances from their candidates. However, there are still some TEs who are obviously not aware of the exam specifications and conduct the examination incorrectly; some who tend to keep the conversation within the level of factual knowledge rather than encouraging the expression of opinions and discussion; and some who limit the number of questions in part B to 4.

Administration

There were fewer problems this year with the timing: in some cases the examinations were either too short or too long, but the most recurrent problem was the insufficient time given to Part A. In a minority of cases, it was obvious that the stimulus-related questions had been known to the candidates before they were asked by the TEs, and even this part took the form of a regurgitation of pre-learnt material.

Another recurrent problem was the rephrasing and/or expansion of the stimulus-related questions. This is regrettable, as it ultimately has an adverse effect on the candidates, and 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 specifications. It is therefore imperative that centres ensure that TEs are familiar with the prescriptions which govern the conduct of the oral examination.

Finally, some centres did not include the oral form or the register and some did not use the correct stimulus.

Quality of recording was generally good but there were still isolated cases where exams were inaudible or the equipment used to record them was old/worn out/poorly packaged. Centres must ensure that recording equipment is in good order so that the recordings made are of good quality and can be marked.

Advice and guidance

Detailed advice and guidance can be derived from comments made throughout the report. In particular:

- candidates should choose a general topic area which reflects their personal interest
- the material 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 Part B.

Teacher examiners should:

- use the correct stimulus
- 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 Part A
- move away from the topic of Part 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 but don't correct or interrupt