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Examiners' Report

Principal Examiner Feedback

Summer 2017

Pearson Edexcel GCE
In Italian (6IN01) Paper 1A

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In this Unit students 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 students' understanding of the text is tested by 4 questions posed by their teacher/examiner, who then develops the conversation into a more general discussion of the topic area chosen by the student 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

Students 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. Students 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 student 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)**

Students' Responses

The majority of centres that entered students 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 students to speak in a natural way within the broad topic area of discussion.

As in previous years, a good number of students reached commendable levels of linguistic competence. Many students 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 students have learned everything by heart for the whole of Part B and at times spend an agonizing 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 teacher/examiner rotates the same 'unpredictable' questions to all students (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 students' real level of competence, can only result in poor levels of accuracy.

PART A

More centres were aware this year of what was required of each student and students made a more conscientious effort to provide detailed answers to the initial four compulsory questions. Some answers to Q1 seemed justifiably shorter since the question seems so general - *Di che cosa parla il brano?* Some students, even more able students, had difficulty with question 2, because the question was quite precise, requiring an answer with exacting vocabulary and an ability to paraphrase. As in previous years, students were more at home with questions 3 and 4 where they were able to demonstrate their considerable and, in some cases, extensive knowledge of their chosen topic area. Many students achieved scores of 3 or 4, although 2 was a frequent mark and 1 was achieved in only isolated cases.

PART B

This was on the whole well done, and students seemed less inclined to simply deliver pre-learnt material. Many students scored well in this part of the test because of their own excellent preparation. They were able to move smoothly from one sub-topic to the next. The better performances were more markedly dependent on language skills. Still, even students with just a modicum of language acquisition beyond GCSE level could adequately express some ideas and opinions about one or two topic areas, despite faulty grammar and sometimes a fairly limited vocabulary and even attempted a stab at the conditional and the subjunctive. In a significant minority of cases, TEs were unable to divert students away from the initial discussion and hence missed the opportunity to explore other aspects of the chosen topic area. This was particularly disappointing as the students had clearly made considerable effort to maintain a spontaneous and flowing performance in response to the stimulus. As in previous years, topic areas such as *The world around us* seem, at least, to require a greater command

of vocabulary and structure than the simpler sub-topics of Youth culture and concerns.

EDUCATION AND EMPLOYMENT

This topic area was chosen by a significantly higher number of students compared to last year. Students offered interesting discussions, particularly on job prospects for young people and on the way in which schools and higher education should equip students for the world of work.

Stimulus 1A, Q2: only very few students gave a full answer: a) *il lavoro non è abbastanza motivante e interessante*; b) *I datori di lavoro non mostrano interesse per il benessere dei dipendenti*; c) *l'impegno sul lavoro non viene riconosciuto*.

Stimulus 2 A/B Q2: many students missed the point about school as 'un investimento valido'.

THE WORLD AROUND US

This topic area was evocative and the students' 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. Students 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 students with a keen interest in and a detailed knowledge and understanding of environmental threats and concerns.

Students 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 1A/B, Q2: different reasons were given such as: *fanno qualcosa di utile per la società / la loro città è più pulita / ci sono 2000 chili di plastica in meno nelle loro città / riescono a vivere*. Some students mentioned "senza ricorrere ai sussidi". Some students missed the financial benefits.

Stimulus 2 A/B, Q2 the business aspect was missed by some students.

YOUTH CULTURE AND CONCERNS

Once again, the most popular topic area.

Stimulus 1A/B: this stimulus did not create any problems. Occasionally students missed *'notevolmente aumentato'*. Q2 was answered in a variety of ways but fundamentally every student stated that the television reinforces a positive attitude towards alcohol through nice characters and a general happy ambience.

Stimulus 2 A/B: some students gave vague answers to Q2 and missed *'facilmente recuperabili'* in particular.

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 1A, Q2: only the more able students included *divieto* and *subconscio* in their answers.

Stimulus 1B, Q4: some students could not think of other problems (excluding obesity) caused by an unhealthy diet. Some thought of anorexia but not much more.

Stimulus 2A, Q1: allarmante was often overlooked; **Q4:** the question created a few problems to less able students. They did not understand the question and they did not identify the link between food and sport. Only the more able students answered this question satisfactorily

Students 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 students 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 students..

Overall standards were found to be somewhat higher this year, in comparison to the past few years. This may be because both students and teacher examiners are more accustomed to the demands of an examination which goes back to 2008. It also appears to be the case that there has been

an increase in the number of non-native proficient speakers of Italian who have spent a considerable period of time in Italy and even several years. There were fewer very weak students, possibly because schools, with an eye to league tables, refuse examination entry to such students. As in previous years, a number of students found the initial text and its questions too complex. Some students react less well in this part of the examination and in a number of cases there was a significant difference in performance between the first and second part of the test. Q1 is not necessarily an easy question for certain students, partly because they have difficulty in expressing themselves simply and succinctly. Whilst most students now expect a question of the type – *Di quale situazione parla il brano?* – few were happy to begin with a simple *il testo dice che* or *il brano spiega che*, preferring to say incorrectly *il brano parla che*.

There continues to be a good number of native Italian speakers who enrol for the examination, although even they sometimes find the initial text rather demanding. Their native competence does not always allow them to score highly in the section Understanding – general topic area. All centres are well aware of the need for breadth of vocabulary within given topic areas and many students prepared themselves exceptionally well for this aspect of the examination. A number of students, however, ignore the need for correct verb forms and it is not uncommon to find an inadequate command of the present tense. There was little evidence, this year of over rehearsal in the second part of the test, which is very encouraging.

As in previous years accuracy was not a problem for the high number of native speakers, or for students who had spent a considerable amount of time in Italy. Among standard native English students some students need to be aware that *che* translates who, whom, that and which and cannot be replaced by *chi*. Stress continues to be a problem, especially with the third person plural of the present tense. Among weaker students there were frequent errors in adjectival agreement. Some students were unaware that certain verbs cannot be transitive, as in the case with *permettere* and therefore it is incorrect to say *certi giovani non sono permessi di.....* With certain students there was a tendency to ignore the use of the subjunctive, with, for example, everyday verbs of thinking. Prepositions sometimes caused problems, particularly with verbs. It was not uncommon to hear *dipendere su qualcosa* rather than *dipendere da*. Likewise, many students and indeed examiners liked to link an adjective to a dependent infinitive with the preposition *di*. Students frequently said and incorrectly *È molto importante di ricordare che.....* It was not uncommon for students to achieve a score of 6.

On the whole student command of vocabulary was good, very good or excellent. Two verbs which students need to know, in part, because they themselves want to express themselves in this way are *sviluppare* and *colpire*. *Divloppare* and *affettare* often incorrectly found their way into conversation. As a rule of thumb students are wise to prepare in Italian important key phrases which they regularly use in their native language. As with accuracy, many students achieved a score of 6 or 7.

In general terms, response this year was very commendable, with the exception of Q2 of the compulsory 4 questions, where the response was hesitant, possibly because students were trying to avoid the need to copy what was written in the text. A variety of sub-topics were covered and students often appeared conversant with all of them, allowing them to achieve a score of 16 and 17. There were occasions where students tried to speak too quickly. It is perfectly possible to speak quite slowly and yet fluently. There were cases of a student's performance appearing over-rehearsed, but the problem was not a dominant feature of this year's examination.

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*
'esercitare' 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 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* (ie 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*;
'confianza' 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, eg 'ha causato a diminuire' instead of *ha fatto diminuire*
many common irregular verbs ('sapo', 'uscio' instead of *so, esco*)

Interesting Topics and Questions

Perché siamo ossessionati dalla forma fisica?
Se una persona è obesa o se fuma, dovrebbe ricevere le stesse cure /
assistenza sanitarie di una persona che si prende cura di se stessa?
Cosa si potrebbe fare per incoraggiare la gente a fare di più per l'ambiente?
Pensi che la socializzazione sia influenzata /scoraggiata da Internet?
Quali giochi sviluppano la fantasia?
Perché credi che i giovani abbiano questa disaffezione per la scuola?
Ci sono dei lavori che si possono fare 'a distanza'?
Quali mestieri si adattano meglio alle nuove tecnologie?
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 potrebbe risolvere il problema dell'abuso di alcolici?
Ritieni che il doping sia veramente 'frode sportiva' oppure un modo
legittimo di migliorare le proprie prestazioni?
Molti amano i graffiti. Secondo te questa è arte?
Pensi che sia importante ascoltare la musica per imparare una lingua?
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?
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?
Ci sono differenze tra ragazzi e ragazze durante l'adolescenza?
Cos'è una famiglia tipica?
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

The exams were generally well conducted: the majority of teacher/examiners and their students did extremely well. It was evident that a good number of teacher/examiners had conscientiously prepared their students' topics eliciting very good performances from their students. However, there are still some teacher/examiners 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 students 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 students, and it must be reiterated that, in the interest of fairness and comparability, students 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.

There was still a considerable number of examinations where in Part B the TE did not move away from the stimulus subtopic to explore one or more of the other subtopics of the chosen General Topic Area. This is regrettable as

students are severely penalised and limited as to the mark they can be awarded for Quality of Language (Accuracy, Response and Understanding of the GTA).

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:

- students should choose a general topic area which reflects their personal interest
- the material should not only involve factual knowledge but also include opinion
- students should be prepared to give full and extended answers to the stimulus-related questions
- students 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 student the chance to respond but don't correct or interrupt

