

Examiners' Report  
June 2016

GCE Italian 6IN02 01

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# Introduction

Italian 6IN02: Listening, Reading and Writing

## Section A: Listening

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

### Assessment principles

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

## Section B: Reading

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

### Assessment principles

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

## Section C: Writing

In the third part of this paper, candidates are required to write 200-220 words in Italian based on a short printed stimulus and a list of four bullet points in the target language. This year candidates were required to respond to a post by Tiziana, suggesting that if the local university offers the right course, it is better to study there than move away from home.

### Assessment principles

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

## **Question 1**

Question 1 was a multiple choice question on "*Maltempo sulla città*".

It was well answered by the vast majority of candidates. Some candidates found (ii) challenging as they were unable to make the connection between *Alcune vie della città sono completamente allagate* and *Le vie più colpite sono state chiuse al traffico*, and therefore thinking the correct answer was *la caduta di alcuni alberi*, not understanding that the trees *non bloccano completamente la circolazione*.

## **Question 2**

Question 2 was about the dangers of driving whilst distracted by technology. Candidates were required to select four correct statements from a list of eight. Most candidates were able to choose at least three of the correct statements. Weaker candidates generally struggled to identify B and E.

## **Question 3 (i)**

Question 3 was about Maria's experience at a rock concert. The answers were in the form of a gap-filling exercise with words to be chosen from a given pool. As words only needed to be copied, only correct spellings were accepted, but very few marks were lost because of this.

Question 3 (i) was answered well by the vast majority of candidates.

## **Question 3 (ii)**

Question 3 (ii) was also answered well by most candidates although a few candidates selected *annoiati* instead of *maleducati*.

## **Question 3 (iii)**

Question 3 (iii) was the most challenging question for some candidates many of whom who provided incorrect responses such as *protetta* or *carabinieri*.

## **Question 3 (iv)**

Question 3 (iv) was the most accessible question and was answered correctly by the vast majority of candidates.

## Question 4

This question was an interview about becoming a fashion designer.

4 (a) was well answered by the vast majority of candidates.

4 (b) generally well answered although some candidates did not identify *"tenersi bene informati"* in the text and link with the question, so responded with *'essere curiosi'* or *"qualsiasi novità"*.

4 (c) Most candidates were able to provide the two required items of information in order to achieve the two marks available. A common error amongst weaker candidates was to respond with *"spirito creativo"*, or *"senso dei colori"* instead of the two practical skills mentioned in the text: *"saper disegnare"* and *"avere buone abilità manuali"*. As with 4(b) they did not identify *"da un punto di vista pratico"* in the text and link it with the language in the question *"abilità pratiche"*. Candidates were required to include *"sapere"* along with *"disegnare"*, in order to convey the idea of a skill. Therefore candidates who wrote just *"disegnare"* were not awarded the mark. However, it was felt that *"doti artistiche"* could be a synonym of *"saper disegnare"* and was accepted in the few instances it was used.

4 (d) Candidates were generally able to provide the correct response that you could attend a *"scuola di formazione per stilisti"*. A number of candidates did not realise that the question required an alternative to university and responded incorrectly with *"liceo artistico or le superiori"*. Some candidates lost a mark because they either responded only to the first part of the question without justifying their response, for example, *"non è indispensabile"* or did not include enough detail, for example, *"ci sono tante possibilità"*.

4 (e) the vast majority of candidates provided a correct response to this question. Some candidates included additional information about there being universities abroad *"ce ne sono molte anche all'estero"* which was redundant but did not affect the validity of the response. However, some candidates provided incorrect additional information such as *"che sono prestigiose ma all'estero sono meglio"*. This unfortunately invalidated the response and the mark could not be awarded.

4 (f) This question was generally well answered. Most candidates understood the targeted information. Some candidates did not include the required idea of 'study' in their response, for example, *"Un periodo all'estero, lavoro all'estero"* and therefore did not gain a mark. A few candidates responded with *"esperienza in un atelier di sartoriale"* which was incorrect, even more so when the candidates did not understand *atelier* and transcribed what they thought they heard, for example, *"una telie"*.

4 (g) This question was well answered by most candidates. *"Fasi di lavorazione"* proved difficult to understand for some candidates which led to some creative spellings, but if the meaning was clear the answer was accepted. Responses such as *"fasi di elaborazione, fazzi di lavorazione, fasi dell'operazione"* were rejected.

#### Brano 4 – Consigli agli aspiranti stilisti

4 Rispondi alle seguenti domande in italiano.

(a) Perché è difficile avere successo nel campo della moda?

(1)

Perché è un campo con concorrenza altissima

(b) Su che cosa deve tenersi bene informato uno stilista?

(1)

Le ultime tendenze sociali

(c) Quali **due** abilità pratiche sono necessarie per diventare stilista?

(2)

~~doti artistiche~~ necessario saper disegnare

~~senso del color e dei materiali~~ avere buone abilità manuali.

(d) È indispensabile frequentare l'università per diventare stilista?  
Giustifica la tua risposta

(1)

~~Si~~ ~~no~~, perché ci sono tante <sup>altre</sup> possibilità

(e) Che cosa pensa Giordano delle accademie italiane?

(1)

Che sono facoltà universitarie prestigiose

(f) Secondo Giordano, che cosa è consigliabile includere nei propri studi?

(1)

Un periodo di studio all'estero

(g) Perché Giordano raccomanda di fare un'esperienza di lavoro in sartoria?

(1)

Per avere modo di conoscere tutte le fasi dell'elaborazione



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**Examiner Comments**

4(d) The candidate here is undecided and incorrectly chooses *sì*. However, even if the candidate had written *no*, the second part of the answer does not provide enough detail and therefore they would have lost the mark any way.

4 (g) *dell'elaborazione* is incorrect.

Otherwise, the candidate provides excellent responses to the other questions.



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**Examiner Tip**

Make sure you include enough detail in your reply. Try not to be too concise.

## **Question 5**

This was based on the statements of five people talking about the role of social networks in maintaining friendships. This question was designed as an easy introduction to the reading and indeed most candidates were able to score full marks.

## **Question 6**

Question 6 was based on a passage about Italian graduates leaving the country due to lack of suitable job opportunities.

The task is straightforward comprehension, with answers in English. There was no need for rephrasing, only conveying the information in what is supposedly the candidate's dominant language. The task requires attention to detail and making sure the candidate conveys all the relevant information provided. Candidates overall responded well, although quite a few translated "laureati" as "students" instead of "graduates" throughout the task and therefore lost marks.

6 (a) was answered successfully by the vast majority of candidates. A few translated "abbandonare" as abandoning Italy, whereas the response needed to clearly convey the message of leaving Italy/moving abroad and so on. Where candidates wrote "abandon/leave Italy" the mark was awarded.

6(b) proved to be a challenging question for some candidates in terms of the detail required to explain the comparison. The idea of "more" young Germans/English was essential to explaining the comparison, but some candidates did not include this and simply stated that Germans and English left their countries too. Quite a few candidates did not know the meaning of "tedeschi" which was translated as Dutch, Swedish and even Scottish. However, as long as one of the nationalities was correctly included candidates were not penalised for this alone and the mark was awarded.

6(c) Most candidates understood the idea of "more graduates leaving the country than coming to replace them" and conveyed this accurately and clearly. Quite a few candidates did not understand "laureati" and translated it as "students" and therefore lost the mark. For both this question and question 6(b) a few candidates made the comparison the wrong way around. Over-generalised responses such as "the amount of people leaving Italy is higher than the people coming to Italy to find a job" were not specific enough and could not be awarded a mark.

6(d) was answered successfully by the majority of candidates who were able to correctly provide one of the two possible answers. A few candidates did not understand "stipendi" and incorrectly translated it as "research funds/funding". A number of candidates had difficulty expressing the idea of "slow career progression" in English. However, as long as the message was conveyed clearly the mark could be awarded.

Question 6(e) was generally well answered and most candidates explained the comparison well. Some incorrectly referred to "footballers' pay" instead of the amount of money spent by a club to "buy" two footballers and therefore did not score the mark.

## Testo 6 – Cervelli in fuga

Sarebbero più di 300mila i laureati che hanno deciso di abbandonare l'Italia perché delusi e demotivati, provocando così una grave perdita culturale. Ciò che preoccupa non è il numero in sé: sono di più i giovani inglesi e tedeschi che abbandonano il proprio paese. Preoccupa di più, invece, il fatto che il numero di laureati che lascia l'Italia è molto più grande di quello dei laureati stranieri che vengono in Italia a prendere il loro posto.

Il settore con il più alto numero di fughe di cervelli è la ricerca scientifica: impieghi precari, stipendi inadeguati e lentezza nel fare carriera sono i motivi per cui i ricercatori italiani fuggono all'estero.

Anni fa, il governo italiano aveva lanciato un programma per incoraggiare il rientro in patria dei laureati italiani. Il finanziamento, però, era appena equivalente a quanto una società di calcio di serie A avrebbe speso per acquistare due giocatori.

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

(a) What have a number of disappointed Italian graduates decided to do?

(1)

They have decided to leave Italy

(b) What comparison is made with other European countries?

(1)

Other countries loose more ~~stude~~ people with a degree.

(c) What is a particular cause for concern, according to the article?

(1)

There aren't enough foreigners that take their place.

(d) Apart from a lack of job security, what problems do scientific researchers in Italy face? Give **one** detail.

(1)

They have inadequate salaries.

(e) Which comparison shows that the Italian government did not provide enough money to resolve this issue?

(1)

The financial aid into this projects was similar to the money that a football club would pay to buy two players.

(Total for Question 6 = 5 marks)



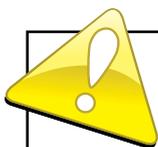
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### Examiner Comments

For 6(b) the candidate has tried to rephrase the text and put it in their own words. Whilst the misspelling of "lose" could have been overlooked, the text clearly mentions German and English and the candidate is expected to demonstrate comprehension of this and refer to specific nationalities/countries in his/her response. "Other countries" is a little too vague, therefore does not score the mark.

For 6(c) the candidate has provided only a partial response. It is not clear whose place the foreigners are taking as the first part of the response *more Italian graduates are leaving* is missing.

On the other hand, the candidate provides detailed and accurate responses for 6(a), 6(d) and 6(e), scoring 3 marks overall.



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### Examiner Tip

This task is about providing an accurate response and paying attention to detail. It is not necessary to rephrase your answer for the sake of manipulation as you are already translating it from Italian into English. Of course, the answer should be phrased in such a manner that it clearly answers the question.

**Testo 6 – Cervelli in fuga**

Sarebbero più di 300mila i laureati che hanno deciso di abbandonare l'Italia perché delusi e demotivati, provocando così una grave perdita culturale. Ciò che preoccupa non è il numero in sé: sono di più i giovani inglesi e tedeschi che abbandonano il proprio paese. Preoccupa di più, invece, il fatto che il numero di laureati che lascia l'Italia è molto più grande di quello dei laureati stranieri che vengono in Italia a prendere il loro posto.

Il settore con il più alto numero di fughe di cervelli è la ricerca scientifica: impieghi precari, stipendi inadeguati e lentezza nel fare carriera sono i motivi per cui i ricercatori italiani fuggono all'estero.

Anni fa, il governo italiano aveva lanciato un programma per incoraggiare il rientro in patria dei laureati italiani. Il finanziamento, però, era appena equivalente a quanto una società di calcio di serie A avrebbe speso per acquistare due giocatori.

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

(a) What have a number of disappointed Italian graduates decided to do?

(1)

leave the country

(b) What comparison is made with other European countries?

(1)

Number of graduates leaving their country

(c) What is a particular cause for concern, according to the article?

(1)

More graduates are leaving Italy than graduates from other countries are coming to Italy

(d) Apart from a lack of job security, what problems do scientific researchers in Italy face? Give **one** detail.

It's much slower getting <sup>and advancing a</sup> career (1)

Making getting a career is takes longer

(e) Which comparison shows that the Italian government did not provide enough money to resolve this issue?

(1)

It was barely equivalent to buying 2 football players for a Serie A ~~society~~



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### Examiner Comments

For question 6(b) the candidate seems to have understood the question, but provides insufficient detail and does not explain the comparison. It is too vague and does not score the mark.

The response to Question 6(e) is worded rather ambiguously ("*for a serie A society*" is not very clear) and was borderline, but the candidate was given the benefit of the doubt and the mark awarded.

In question 6(d) the candidate manages to express the idea of slow career progression adequately and scores 4 marks overall.



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### Examiner Tip

This task requires attention to detail. Ensure you include relevant details in your answer and avoid trying to summarise the text.

Make sure your English is clear and makes sense.

## Question 7

Question 7 was based on a passage about the impact of recycling paper. The task requires both comprehension skills to identify the correct piece of information as well as the ability to manipulate the language and use the candidate's own words, in order to provide a coherent answer. There was some imaginative spelling of *riciclare*, *riciclato*, despite it being written throughout the passage itself. As long as the meaning was clear and unambiguous, this did not affect the mark, but it was somewhat disappointing.

7(a) was well answered by most candidates. A few responded incorrectly with the point made at the end of the paragraph, when something becomes automatic, we sometimes lose sight of why we do it.

7(b) offered several possibilities for the response and was also well answered by the majority of candidates who managed to convey the idea of doubt, for example, using 'se' or a question mark. Many managed to manipulate the text successfully by simply changing the person of the verb, for example "*quanti alberi hanno salvato*", "*se hanno contribuito a diminuire le emissioni di anidride carbonica*". Marks could not be awarded where the response moved away from the idea of doubt and stated for example that people thought they did not save any trees or they were not making any difference.

7(c) was a question that differentiated well in terms of manipulating the language and including the required level of detail. Candidates were required to convey the idea of "using/going on the website Mani Tese". Quite a few responses lacked detail stating simply "to use a programme to calculate..." or "go on a website" and therefore could not be awarded a mark. Where mention of *Mani Tese* was missing, reference to both a *website* and a *programme to calculate...* was required as an acceptable alternative in order to score the mark. A considerable number of candidates wrote "*sito pubblica*", copying it from the text and inadvertently changing the verb "*pubblica*" into an adjective with the incorrect agreement and therefore changing the meaning of the word. However, as it didn't really affect communication of the response this was ignored and the mark awarded.

7(d) was answered very successfully by the vast majority of candidates. Candidates who simply wrote "*riciclando la carta*" without referring to "*70 chili*" lost the mark, as the question asks specifically how to avoid the felling of "one" tree.

7(e) was also well answered overall. The vast majority of candidates understood the text. Unfortunately, in their response, some used the verb "*salvare*", taken from the actual question where it refers to saving trees, to refer to saving water instead of "*risparmiare*" and therefore did not gain the mark.

7(f) was overall well answered. Where one mark was scored this was generally by conveying the idea that 438 litres referred to the amount of water saved. Fewer candidates completed the second part of the response "for every kilo of water". Some candidates produced some quite convoluted mathematical explanations but arrived there in the end. Other candidates who struggled with manipulation of the text decided to lift the whole response and therefore scored no marks. As above, if "*salvare acqua*" was used instead of "*risparmiare acqua*", the mark for that part of the answer was withheld.

7(g) was challenging and was the question with the most instances of straight lifting from the text. The vast majority of candidates correctly identified the response in the passage but a considerable number struggled to put it in their own words. Some candidates simply changed the word order in the sentence, but this does not constitute manipulation of the text. Examples of successful manipulation included: "*possiamo evitare di immettere...*" "*riduzione di anidride carbonica*", "*si immette meno anidride carbonica...*", "*si può evitare di immettere ....*" "*le emissioni di anidride carbonica sono ridotte*".

7(h) was very well answered overall. Although it was not necessary to rephrase "orgogliosi", some candidates were able to use "fieri". Most candidates were able to avoid lifting by changing the person of the verb: "orgogliosi della piccola grande cosa che fanno ogni giorno". Responses such as "contenti /soddisfatti di quello che fanno" were also acceptable. "Contenti" by itself was not enough to score the mark. "Orgogliosi" tout court was allowed as a targeted lift.

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

(a) Che cosa si dice, all'inizio del brano, a proposito della raccolta differenziata?

(1)

È diventata un'abitudine quotidiana.

(b) Quali dubbi sull'impatto delle loro azioni hanno le persone che riciclano?

**Indica due dettagli**

(2)

Si chiedono che differenza può fare il riciclaggio dei suoi giornali e quanti alberi sarebbero stati salvati con un po' chili di carta.

(c) Che cosa si può fare per essere rassicurati sull'importanza del proprio contributo ecologico?

(1)

Si può calcolare i benefici sul sito pubblica dell'organizzazione 'Mani Tese'.

(d) Come si può evitare l'abbattimento di un albero?

(1)

Mandare 70 chili di carta al riciclo

(e) Oltre a salvare alberi, quale grande beneficio produce il riciclaggio della carta?

(1)

Si usa meno acqua quando si ricicla la carta

(f) A che cosa si riferisce la cifra di 438 litri?

(2)

al risparmio di acqua  
si riferisce alla differenza tra  
riciclata invece di produrre un chilo di carta nuova.

(g) Quale beneficio diretto trae l'atmosfera dal riciclaggio della carta?

Quando la carta è riciclata si immette meno anidride carbonica  
nell'atmosfera.

(h) Come si sentono quelli che sono diventati consapevoli dell'impatto ambientale delle loro azioni?

(1)

Sono orgogliosi della cosa che fanno.



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Examiner Comments

7(b) the candidate successfully used his/her own words to convey the two parts of the response. Although there are errors the meaning is clear. It was not necessary to attempt to rephrase "*dieci chili di carta*" as there was already sufficient manipulation in the rest of the response and it is not really possible to 'rephrase' numbers. It was not an issue with this question as "*dieci chili*" was not a key part of the answer.

7(c) despite the agreement error with "*pubblica*" (probably copied from the text) the candidate provides a good response.

The candidate demonstrates secure comprehension of the text and the remaining answers are very well worded, scoring full marks.



## ResultsPlus

Examiner Tip

This is a good example to follow.

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

(a) Che cosa si dice, all'inizio del brano, a proposito della raccolta differenziata?

(1)

Differenziare è ormai una cosa quotidiana e abitudinaria.

(b) Quali dubbi sull'impatto delle loro azioni hanno le persone che riciclano?

Indica due dettagli

(2)

Se si differenzia la carta si salvano davvero alberi?

Differenziare la carta diminuisce davvero <sup>L'emissione di</sup> anidride carbonica?

(c) Che cosa si può fare per essere rassicurati sull'importanza del proprio contributo ecologico?

(1)

Utilizzare un programma per calcolare i benefici ecologici ed economici pubblicati da un'organizzazione italiana, Mari Tese.

(d) Come si può evitare l'abbattimento di un albero?

(1)

Basta riciclare 70 chili di carta.

(e) Oltre a salvare alberi, quale grande beneficio produce il riciclaggio della carta?

(1)

Riduce l'impiego d'acqua nel processo produttivo.

(f) A che cosa si riferisce la cifra di 438 litri?

(2)

438 litri ~~d'acqua~~ d'acqua risparmiata con il processo per produrre ~~esattamente~~ un chilo ~~di carta~~ di carta riciclata.

(g) Quale beneficio diretto trae l'atmosfera dal riciclaggio della carta?

(1)

Con ogni chilo di carta riciclata si evita di immettere circa un chilo di anidride carbonica nell'atmosfera.

(h) Come si sentono quelli che sono diventati consapevoli dell'impatto ambientale delle loro azioni?

(1)

Ci si deve sentire orgogliosi della piccola grande cose e che quotidianamente, ognuno contribuisce a fare.



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**Examiner Comments**

The candidate provides good responses for 7(c) in particular and also 7 (d) and 7(e). Question 7f is not the best wording but the meaning is conveyed for both marks.

Question 7(g) the candidate loses the mark because the targeted information "*si evita di immettere circa un chilo di anidride carbonica nell'atmosfera*" is lifted from the text. Changing the word order does not constitute manipulation, nor does replacing "*per*" with "*con*" *ogni chilo di carta riciclata*, as this part of the response is redundant.

Question 7(h) unfortunately the candidate paraphrases the text and does not answer the question which asks "how do they feel?" not "how should we feel?".



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**Examiner Tip**

Read the question carefully. Make sure your answer is structured to respond to the question properly.

Take time to proof read your answers to make sure meaning is clear.

Targeted information needs to be written in your own words. Simply changing the word order is not enough.

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

(a) Che cosa si dice, all'inizio del brano, a proposito della raccolta differenziata?

(1)

Riciclare fa parte delle nostre abitudini ogni giorno

(b) Quali dubbi sull'impatto delle loro azioni hanno le persone che riciclano?

Indica due dettagli

(2)

Inquinamento dell'aria  
Salvare gli alberi

(c) Che cosa si può fare per essere rassicurati sull'importanza del proprio contributo ecologico?

(1)

Usare il programma sul sito per calcolare i benefici.

(d) Come si può evitare l'abbattimento di un albero?

(1)

Riciclare carta

(e) Oltre a salvare alberi, quale grande beneficio produce il riciclaggio della carta?

(1)

Diminuisce l'uso dell'acqua

(f) A che cosa si riferisce la cifra di 438 litri?

(2)

Al risparmio d'acqua se si produce un chilo di carta riciclata.

(g) Quale beneficio diretto trae l'atmosfera dal riciclaggio della carta?

(1)

Immette 1 kg di CO<sub>2</sub> in meno nell'atmosfera

(h) Come si sentono quelli che sono diventati consapevoli dell'impatto ambientale delle loro azioni?

(1)

Sono orgogliosi di quello che fanno.



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### Examiner Comments

7(b) the response is too concise and therefore is lacking in detail and clarity. "*inquinamento dell'aria*" does not convey the idea of doubt over "*contribuire a diminuire le emissioni di anidride carbonica*"; "*salvare alberi*" does not convey the idea of doubt over "*quanti alberi ho salvato*".

7(c) although the candidate does not mention Mani Tese, "*il programma sul sito*" is clear enough for a mark to be awarded.

7(d) the response contains too little detail. "*Riciclare 70 chili di carta*" would have scored the mark.



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### Examiner Tip

The candidate did not appear to struggle with the language but lost marks for lack of detail and being too concise.

Make sure your answer is clear and include all relevant details, for example, 70 chili.

## Question 8

Question 8 as usual produced a wide spread of marks which were distributed across almost the entire range of marks available.

It was reassuring to see that the vast majority of candidates remained within the word limit and therefore avoided losing marks for good content exceeding 220 words. Lack of planning remains an issue as many candidates still struggle to produce balanced coverage and development of all four bullet points. In too many instances much of the word allocation was used in longwinded responses to the first bullet point or excessive development of bullet point 2 with the final bullet point often reduced to one sentence because the word limit had been reached.

The writing was based on an article about studying at a university in your home town or moving away. The candidates were asked to include the following points:

- La tua reazione alla risposta di Tiziana.
- I possibili vantaggi di studiare in un'altra città.
- L'aspetto economico della scelta.
- Quale opzione sceglieresti tu e perché?

Overall candidates responded very well and had lots to say about the topic, perhaps because it was particularly relevant to many of them and they were familiar with the subject matter. Indeed, the score for Content was higher this year. A number of candidates interpreted studying away from home as studying abroad. It was accepted that studying in another city could include studying abroad and therefore candidates who developed their response focussing on this aspect were not penalised and the content was considered to be relevant. A few candidates limited their response almost exclusively to the points in the stimulus, paraphrasing them and not adding their own ideas, which clearly limits the scope and therefore the mark for content.

Bullet point 1 asked for the immediate reaction to Tiziana's comments. Most candidates tended to disagree with Tiziana's point of view and expressed surprise/disappointment that she only had negative things to say about studying away from home. Some candidates paraphrased and repeated what Tiziana had written adding little development to the point. Some went to great lengths to argue against each point made in the stimulus which ate into the word count considerably and also led to repetition of the same ideas in the following bullet points. This could have probably been avoided by planning the response.

Bullet point 2 was generally well developed and candidates were able to provide articulate responses referring to themes of independence, making new friendships, life skills, learning to live with others and taking responsibility, employability, broadening horizons, transition to adulthood and, in the case of those who based their writing on moving abroad, the advantage of learning a new language and exploring new cultures. A few candidates also referred to the risk of becoming *mammoni* by staying at home. Some candidates simply produced a list of advantages without developing them. At least candidates should attempt to expand even briefly on lists such as "*conoscere nuove persone, conoscere nuove città, diventare indipendenti*" as these gain some credit. A few candidates also included anecdotal accounts of the experiences of friends or siblings. These should be avoided as they are irrelevant, tend to simply exemplify a point already made which add nothing to the development of the point and take up word count which could be used more effectively elsewhere.

Bullet point 3 was often less developed compared to bullet points 1 and 2, perhaps because the latter had taken up much of the word limit. Some candidates limited their response to stating that moving away from home is expensive and that living at home is cheaper because parents pay for everything. A few focussed on the cost of food and included irrelevant content about healthy living. Successful candidates commented on how expensive studying at university has become and produced some sophisticated responses. Many were

able to comment on both the negative aspects, for example, university fees, having to pay for accommodation, food, travel as well as solutions, for example, part time/summer jobs, financial support from parents, sharing with friends to save money, student loans, student discounts, the importance of learning how to budget and manage your finances.

For bullet point 4 most, but not all candidates stated they would choose to move away. Some candidates simply repeated almost verbatim ideas already mentioned in previous sections. However, many included reasons specific to their circumstances, for example, strained family relationships, specific courses they wanted to study, wanting to broaden their horizons. Unfortunately, this bullet point was often very short and barely developed due to reaching or having exceeded the word limit.

In terms of the language, as in previous years there was a complete range of performances although there seemed to be fewer very poor ones. Some candidates lacked vocabulary with quite a few attempting *accomodazione* for accommodation and *rento* for rent. In terms of grammar, the impersonal *si* and possessive pronouns, in particular *proprio*, proved challenging for quite a few: "*se si rimane nella tua città*", "*è più economico restare nella tua città perché i loro genitori pagano per tutto*". However, many candidates demonstrated a confident understanding of more complex grammar and a wide variety of vocabulary which enabled them to express more sophisticated ideas.

## Testo 8 – Università: stare a casa o andare in un'altra città?

Io sono del parere che se un'università della tua città offre il corso di studi che ti interessa, non c'è nessun motivo di andare via. Se vai in un'altra città, devi affrontare viaggi, condividere con altri un appartamento scomodo, mangiare male e avere la responsabilità di tenere pulito l'appartamento, senza un posto tranquillo dove poter studiare. A casa, invece, è molto più facile: trovi tutto fatto, tutto in ordine e devi solo concentrarti sugli studi.

Tiziana

- 8 Hai letto questa risposta in un forum e hai deciso di aggiungere un tuo commento. Scrivi **200-220 parole in italiano** menzionando i seguenti punti:

- La tua reazione alla risposta di Tiziana
- I possibili vantaggi di studiare in un'altra città
- L'aspetto economico della scelta
- Quale opzione sceglieresti tu e perché?

(30)

Personalmente, non sono d'accordo con l'opinione di Tiziana perché penso che lei parli solo ~~dei~~ <sup>dei</sup> svantaggi che studiare in un'altra città porta con sé. Non possiamo dimenticare i fatti positivi di abbandonare la propria città. Tanti giovani dopo aver finito i Superiori sono in ricerca d'un'avventura e non vogliono più stare a casa. Se ~~si~~ vai in una città nuova, hai tante possibilità, per esempio di trovare amici nuovi o di imparare una nuova lingua o cultura. Si impara di essere indipendenti, senza l'aiuto di mamma e papà. Avere responsabilità è molto importante in questo periodo <sup>un</sup> tranne essere bambino e vita d'adulto. Cucinare, pulire e fare la biancheria sono cose che ci servono se abbiamo una famiglia nel futuro ~~esse~~ e per conseguenza è inevitabile di impararle. L'unica cosa che può essere un problema se si va in

un'altra città e sono i soldi che ci servono per pagare l'appartamento e per comprare cibo. Tanti studenti non vogliono lavorare per ~~essere~~ concentrarsi meglio sugli studi e allora i genitori devono pagare per loro. In questo caso rimanere a casa è un' ~~ottima~~ opzione buona per risparmiare soldi. Personalmente sceglierei di andare in un'altra città, ~~per~~ probabilmente anche nell'estero perché voglio avere un'offerta più grande di corsi di studi. Penso che sia importantissimo di fare questa esperienza nella vita, ma posso anche capire se qualcuno decide di studiare a casa.



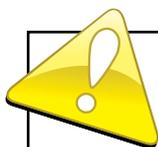
## ResultsPlus

Examiner Comments

The candidate makes the most of the word count and reaches the upper limit of 220.

All bullet points are dealt with successfully, although not all are fully developed, therefore not quite enough for the top box. Bullet point 2 is around 100 words long, almost half the essay. It would have been better if the candidate had been more succinct here and had perhaps better developed bullet points 1 (only one sentence long) and bullet point 4. The bullet points follow on well from each other and the essay reads well as a piece.

In terms of language, communication is excellent. Despite some errors in accuracy, the language is fluent albeit not particularly varied. There are a few examples of more complex language: "*dopo aver finito*", "*porta con sé*", accurate use of the subjunctive. Overall just enough to reach the top box.



## ResultsPlus

Examiner Tip

Plan your work so that all bullet points are developed appropriately.

**Testo 8 – Università: stare a casa o andare in un'altra città?**

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- Quale opzione sceglieresti tu e perché?

(30)

Cara Tiziana,

Ho letto la sua risposta e ~~è~~ ho trovato molto interessante.

Personalmente, quando vado all'università, voglio andare in un'altra città perciò non sono d'accordo con quello che tu ~~si~~ hai detto. La ragione principale è perché ~~tra~~ moltissimi miei amici dicono che l'università sia più divertente quando ~~abit~~ non stai a casa, specialmente perché cose come un appartamento scomodo e ~~avere~~ ~~responsabilità~~ avere responsabilità è parte della esperienza, ~~è~~ invece se tu stai a casa è molto ~~più~~ ~~comodo~~ comodo perché si va ai lezioni per studiare

e poi ~~si torna~~ ritorno ~~a~~ a casa e non si può partecipare nelle attività che altri gente ~~participa~~ fa.

~~Penso~~

Oltre a ciò, penso che ci siano molti vantaggi di studiare in un'altra città. Per esempio si potrebbe imparare a vivere ~~è~~ a crescere e ~~di essere~~ incoraggiare a essere più indipendente specialmente perché si deve fare il suo lavoro nel casa come lavare i vestiti, cucinare ~~è~~ i pasti, e ~~da l'opportunità per avere più responsabilità~~ come ho già detto da l'opportunità per avere più responsabilità ~~per~~ invece di ~~assumere~~ permettere i suoi genitori di fare questi lavori, ~~to~~ ~~che~~ <sup>invece</sup> tu devi fare perciò aiuta per prepararsi per quando sei più grande. Inoltre un'altro vantaggio è che si può fare nuovi amici e da l'opportunità per essere più sociale.

Per di più ~~se~~ se sceglierai di andare all'università in un'altra città sarà sempre più caro perché si deve pagare per la casa, per il suo cibo ~~per~~ però anche perché normalmente esci sempre e l'alcol ~~è~~ è molto caro. Comunque se ~~si~~ si stai a casa ovviamente è più economico perché non si deve pagare per cose ogni giorno come i cibi, specialmente perché normalmente i suoi genitori ~~è~~ <sup>la spesa</sup> facciano, perciò al fine è più facile.

A mio parere, preferirei andare all'università in un'altra città perché sebbene che non potrebbe vedere ~~la~~ mia famiglia spesso, tutte dicono che l'esperienza sia ~~più~~ ~~migliorata~~ ~~più~~ meglio quando si non si stai a casa, ma ~~anche~~ anche perché voglio essere più indipendente perciò ~~per~~ ~~può~~ ~~preparare~~ ~~preparare~~ ~~preparare~~ essere pronti per la mia vita quando ~~sei~~ <sup>sono</sup> più grande. Finalmente, voglio incontrare nuovi gente e avere nuovi amici per uscire con.

Spero che tu abbia trovato la mia lettera interessante.



## ResultsPlus

### Examiner Comments

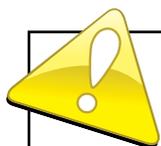
The candidate starts with an introduction which is concise and appropriate. In their response to bullet point 1 the candidate actually includes content which could be relevant to bullet point 4, developing neither fully.

Bullet point 2 focuses on the ideas of independence in carrying out household chores and making new friends. There is some repetition of previous ideas. It would have been better had the candidate dwelled less on household chores and perhaps developed other advantages.

In bullet point 3 the candidate just manages to list reasons why studying away from home is expensive before reaching the word limit, therefore unfortunately the point is not really developed.

The candidate exceeded the word limit and any work beyond "è molto caro" cannot be credited. Overall the development of the task is satisfactory as there is some omission and repetition. The candidate scores in the 7-9 mark band.

In terms of Quality of language, communication could be considered good and scores in the 10-12 mark band. Despite being able to use the subjunctive, there are quite a few verb errors and incorrect agreements, therefore basic language is satisfactory. There is some variety of structures but these are not always successful.



## ResultsPlus

### Examiner Tip

Make a rough plan before starting the writing. This will help you gather your ideas and structure your work to avoid repetition or, indeed, omission.

Stick to the word limit of maximum 220. Aim to provide a balanced and detailed development of all bullet points. Double check the word count. If it is too long, cross out any repetition of ideas or redundant points.

Once completed, take time to proof-read the writing. Check that it makes sense as a whole piece. At sentence level check accuracy of grammar and spelling.

# Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

## Listening and reading

- For the listening tasks candidates should:
  1. take time to read the questions carefully before the recording starts so they know what to listen out for.
  2. Listen to the whole extract at least once before attempting to answer the questions.
  3. Pause the recording whilst you write your answers so that you can concentrate on the quality of your response and avoid missing key information for the next question.
- For both listening and reading, once the task is completed, candidates should read through answers to check that the meaning is clear and that all the necessary detail has been included.
- Read the questions carefully. They will point the candidate in the right direction on how to structure the answer.
- For question 7 lots of classroom practice in manipulating language and rephrasing is required to avoid lifting from the text during the exam.

## Writing

- Make a rough plan before starting the writing. This will help the candidate gather his/her ideas and structure the work to avoid repetition or, indeed, omission. If the candidate has an overview, they can better link ideas and develop the work as a whole piece rather than four disjointed paragraphs.
- Keep to the word limit of maximum 220. Aim to provide a balanced and detailed development of all bullet points.
- Keep to the point. Avoid anecdotal accounts. Narrating personal experiences uses up word count and is unnecessary for this task.
- Once completed, take time to proof read the writing. Check that it makes sense as a whole piece. At sentence level check accuracy of grammar.
- Double check the word count. If it is too short, try to add more ideas. Work under 200 words is unlikely to be well developed. If it is too long, cross out any repetition of ideas or redundant points.
- Practise timed essays in the classroom or at home. Time management and being able to think up ideas on the spot are key skills.
- Secure understanding and application of key grammar structures is essential. Please refer to the programme of study.

## **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>



Ofqual  
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Welsh Assembly Government



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