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Examiners' Report

June 2017

GCE Italian 6IN02 01

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June 2017

Publications Code 6IN02_01_1706_ER

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Introduction

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 positively 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 Q&A 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 write a letter in Italian in response to a post about tattoos.

Assessment principles

The written task, Question 8, is marked for Content (15 marks) and for Quality of Language (15 marks).

Candidates should stay within the word limit.

Question 2

Question 1 was a multiple-choice question on "*Sushi-bus a Roma*".

It was well answered by the majority of candidates. Weaker candidates did not always understand that the idea was meant for those who did not know sushi, or recognise that one could book for 2 people and they went instead for the total number of seats.

Question 2 was about a pensioner who looks after his small vineyard.

Most candidates were able to choose at least three of the correct statements. All candidates recognised D as one of the correct statements but many chose "*Battista è un commerciante di vini*" as correct.

Question 3 (i)

Question 3 was about an event in Rimini.

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. Although not many marks were lost over this, candidates need to be made aware of this and encouraged to check their spellings. Most candidates managed to score at least three marks from this question.

Question 3 (ii)

See Q03i.

Question 3 (iii)

See Q03i.

Question 3 (iv)

Q03iv seems to be where there were most errors – candidates used '*selezione*' instead of '*riunione*,' possibly thinking of it as reunion instead of meeting.

Question 4

Question 4 was about an interview about forest fires. It was a good discriminator and produced a good spread of marks. Some candidates struggled unnecessarily. The best responses were a careful transcription of the targeted information. Some candidates only provided a rough approximation of the transcript.

4a – Was generally well answered but there were some candidates who misunderstood and wrote "*cause naturali*" or attempted unsuccessfully to transcribe "*l'azione*" (eg. *Lascione*), showing lack of comprehension.

4b – A number of candidates stopped short of giving the full information required for full marks, not having understood or being unable to render "*acceso*" and "*nonostante sia vietato*".

4c – Was mainly well answered but many incidences of poor transcriptions of "*bastare/vastare ecc*" betrayed no true understanding of "*vaste aree*."

4d – Most candidates understood "*nuovi terreni*" but did not include reference to what the land would be used for, which was for "*pascolare/pecore*", or at least some reference to animals.

4e – Was answered quite well with most candidates being able to provide at least two of the three possible credible points, but some candidates struggled to provide an acceptable spelling for "*ripulire*" or even "*terreno*" which occasionally became "*treno*."

4f – Some candidates failed to detect the negative "*non bastano*" and answered the question with a reference to "*campagne di sensibilizzazione*," or "*incoraggiare il rispetto dei boschi*." Some of the otherwise correct answers were invalidated by the attempt to replace "*applicare*" with "*creare*" or "*introdurre*" or stopped short of specifying that the law banned building on burnt sites.

This candidate could have easily scored full marks. Instead one was lost on (b) and one on (f).

4 Rispondi alle seguenti domande **in italiano**.

(a) Secondo Davide, qual è la causa principale degli incendi boschivi?

(1)

Secondo Davide gli incendi boschivi sono causati dalla azione del uomo

(b) Quali **due** comportamenti irresponsabili possono causare questi incendi?

(2)

lanciare un ziccone di sigaretta o fare una grigliata nonostante sia privato vietato

(c) Quale vantaggio dà ai costruttori senza scrupoli l'incendio di un bosco?

mettere a disposizione vaste aree fabbricabili

(d) Quale vantaggio possono avere gli allevatori di pecore da un incendio?

(1)

possono avere ^{più} aree per pascolare le pecore

(e) Che tipo di lavoro sperano di ottenere i disoccupati da un incendio?

Da' **due** dettagli.

(2)

ripulire il terreno dopo l'incendio

lavorare alla costruzione degli edifici che saranno

(f) Quale sarebbe, secondo Davide, il modo più efficace di prevenire gli incendi boschivi?

al posto degli alberi

(1)

fare leggi che impediscono a costruire sulle aree incendiate

(Total for Question 4 = 8 marks)



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Examiner Comments

The unsuccessful attempt to transcribe *mozzicone*, wouldn't have mattered: *sigaretta* would have been good enough for the mark, had the candidate mentioned "accesa."
The lost mark on (f) was probably due to an unsuccessful attempt to reword the answer. Transcribing from the text is acceptable in a listening task and "applicare", instead of "fare", would have scored the mark.



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Examiner Tip

1: make sure that all relevant details are included
2: don't go out of your way to answer in your own words. In a listening task, identifying the target information and transcribing it in a way to make sense as an answer to the question is perfectly acceptable. Weaker candidates than this scored the mark by simply transcribing "applicare".

This candidate wrote a large amount of redundant material and was lucky enough not to lose marks because of it.

Oddly enough, the only mark lost was because of insufficient details.

Brano 4 - Incendi boschivi

4 Rispondi alle seguenti domande **in italiano**.

(a) Secondo Davide, qual è la causa principale degli incendi boschivi?

gli incendi boschivi sono provocati dall'azione⁽¹⁾ dell'uomo
~~era una causa naturale~~, gli incendi si vogliono condizioni
molto particolari di calore.

(b) Quali **due** comportamenti irresponsabili possono causare questi incendi?

(2)

lanciare un mozzichone di sigaretta accesa
o fare una grigliata nonostante sia vietato

(c) Quale vantaggio dà ai costruttori senza scrupoli l'incendio di un bosco?

(1)

C'è interessi economici ben precisi, bruciare ettari di bosco
significa mettere a disposizione vaste ^{area} fabbricabili per
costruttori senza scrupoli

(d) Quale vantaggio possono avere gli allevatori di pecore da un incendio?

(1) Scrupoli

nuovi terreni ^{dove far} per pascolare le pecore

(e) Che tipo di lavoro sperano di ottenere i disoccupati da un incendio?

Da' **due** dettagli.

(2)

ripulire il terreno dopo l'incendio
o lavorare alla costruzione degli edifici

(f) Quale sarebbe, secondo Davide, il modo più efficace di prevenire gli incendi boschivi?

(1)

applicare le leggi che impediscano di costruire



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Examiner Comments

Answer (a) contains two elements, the first of which is the expected answer. When two answers are given for 1 mark, only the first response is taken for assessment. Luckily this candidate wrote the correct answer first and the second was ignored. A reverse order would have cost the mark. For answer (c) the mark could have been withheld as it could be considered an umbrella answer, however, given that the redundant beginning could constitute a sort of introduction to the correct answer it received the credit. Ironically, answer (f) could not be credited because there was no mention of *"sulle aree incendiate"*



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Examiner Tip

Do not risk losing marks because of redundant material. Read the question properly and select the targeted information, but do include relevant details.

Question 6

Question 5 was computer marked. It was based on the statements of five people with children abroad.

Most candidates were able to score at least 4 out of the 5 marks available. The wrong answers did not follow any identifiable trend.

Question 6 was based on a passage about the impact of technology on our memory.

The task was straightforward comprehension with answers in English - no need for rephrasing, only conveying the information in what is supposedly the candidate's dominant language. Even the weakest candidates managed to score at least two marks.

6a - was answered correctly by the vast majority of candidates, but some did not pay sufficient attention to "*va mantenuta*" and failed to convey the correct meaning.

6b - Most candidates recognised and understood "*impigrirsi*"; however, a few related it to people and not to the brain (i.e. we become lazier).

6c - The great majority of candidates answered correctly making references to 'pre-mobile phone' and variants including 'cell phone or smart phone' were also deemed acceptable. 'Phone' was rejected as it could indicate a landline. Admittedly for many of the young people a phone is a mobile phone, but accepting this would have contradicted the fact that before phones were introduced people were able to remember some phone numbers,

6d - Most candidates correctly referred to the increase in data, however some gave an incomplete answer stating that we rely on technology without explaining why.

6e - Virtually all candidates responded correctly here. Reference to calculators was accepted as technology. A few marks were lost over a wrong word order (*can only do additions without using technology*).

An example of how marks can be lost.

Testo 6 - 'Demenza digitale'

Scienziati e medici lo ripetono da decenni: la memoria va mantenuta attiva e allenata.
Invece, affidando a smartphone, tablet e pc le cose che dovremmo tenere a mente, alleniamo sempre meno la nostra memoria che tende ad impigrirsi sempre di più.
La tendenza, diffusa soprattutto tra i giovani, a non riuscire più a ricordare cose che un tempo erano scontate è stata definita 'demenza digitale'.

Nell'epoca pre-cellulare, ognuno di noi ricordava come minimo una decina di numeri telefonici, le date importanti, il compleanno di parenti e amici e il PIN della propria carta di credito. Poi tutto è cambiato: con la crescente quantità di dati da ricordare - tra password, numeri di cellulare, indirizzi email - siamo costretti a dipendere dalla tecnologia. Per non parlare di calcoli matematici: infatti, secondo un recente sondaggio, solo il 38% degli intervistati sa fare addizioni e sottrazioni senza ricorrere alla tecnologia.

allenare =

decenni del memory goes maintained

remember

in the age

usage of us remembered

we are
do
understand
depend
on
calculators

additions

remember

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 scientists and doctors been saying about memory for some time?

(1)

the memory is maintained active and inactive.

(b) What is the consequence of relying on technology rather than our memory?

(1)

we can become more lazy.

(c) According to the article, when were people better at remembering things?

(1)

In the age before telephones

(d) What has changed since then?

(1)

we are now constrained to depend on technology

(e) According to a recent survey, what can only 38% of people do?

(1)

they know how to do additions and subtractions without technology

(Total for Question 6 = 5 marks)



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Examiner Comments

- (a) – insufficient attention was paid to “*va mantenuta*”.
- (b) – The idea of “*impigrirsi*” was understood but it was referred to people and not “our memory”.
- (c) – The candidate certainly understood the texts but was not careful enough to include “mobile”.
- (d) – The answer describes the effect rather than the cause which is the increase in information to remember.

Question 7

Question 7 was based on a passage about children being overburdened with afterschool activities. The task requires comprehension skills to identify the correct piece of information and the ability to manipulate the language in order to provide coherent answers.

7a – Was well answered by most candidates, who in fact went beyond the minimum needed (reference to same problems/stress as adults) and explained why, paraphrasing the examples given in the text.

7b – The majority of candidates replied giving the expected answer *“hanno più tempo per giocare/svagarsi/divertirsi/il gioco/lo svago/il divertimento”* and few included irrelevant details such as *“un momento di transizione”* which were rejected. There were also some answers lifted verbatim from the text, starting with *“privandoli”* and they could not be credited.

7c – Everybody understood the underlying message but many failed to provide a properly focussed answer, telling us about the potentially positive consequences of moments of boredom rather than simply stating that boredom could be good. Many answered using the correct targeted lift and many paraphrased successfully making references to *“una cosa cattiva/negative.”*

7d – Was well answered by the vast majority of candidates. Some marks were lost here because of lifting, but most managed to adapt the verb form and then add the correct information about wanting to ensure their children’s future success at school and socially.

7e – This was a more challenging question and quite a few candidates failed to gain both marks. The response required a reference to the idea of stress as well as the idea of limiting creativity. Many did get the two marks, but the majority only got 1 mark for the idea of *“l’inattività è una pausa creative”* or *“i genitori limitano la fantasia dei propri figli”* (sometimes both provided at the same time). Less successful candidates in this instance included irrelevant details or lifted information straight from the passage.

7f – The message was well understood and many candidates manipulated the language to good effect, some using different forms of the subjunctive correctly.

7g – Was a challenging question, needing careful wording to convey the idea of children suffering from illnesses that generally would only affect adults. Answers such as *“puo causare malattie nell’eta’ adulta”* were therefore incorrect.

7h – Many candidates included in their answers *“più movimento/sport/esercizio fisico.”* Straight lifts from the text did not work well, as *‘manca di movimento’* did not make any sense as an answer to the question.

Here is an example of a successful response.

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

(a) Spiega perché i bambini sono definiti "adulti in miniatura" e giustifica la tua risposta.

Perché devono combattere ^{come i} le stesse ansie ⁽²⁾ dei propri genitori per esempio avere un piano per tutta la giornata. Questo lascia i bambini stressati come gli ~~adulti~~ genitori.

(b) Perché questo stile di vita può essere dannoso per i bambini?

Perché non hanno tempo libera per giocare. (1)

(c) Quale sorprendente affermazione fa il brano riguardo al rischio di annoiarsi?

Non fa male al bambino. (1)

(d) Perché i genitori spingono i loro figli a fare tante attività?

credono che sia ~~il~~ fondamentale per ~~loro fare bene in il~~ successo accedemico e sociale del bambino. (1)

(e) In che senso i genitori sbagliano? Da' due dettagli

se i bambini sono sempre stimolati, rischiano di essere stressati e diminuisce la loro imaginazione. (2)

(f) Perché si suggerisce ai genitori di scegliere orari di lavoro diversi?

Così possono passare più tempo con i propri figli. (1)

(g) Quale conseguenza negativa può avere questo stile di vita sulla salute dei bambini?

Potrebbero prendere malattie che normalmente prenderebbono ⁽¹⁾ solo adulti.

(h) Oltre ad evitare lo stress, cosa dovrebbero fare i bambini per crescere sani?

Fare tanto movimento come sport/attività fisica. (1)



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Examiner Comments

The questions were well understood and the answers well worded in the candidate's own words.



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Examiner Tip

A good example to follow.

Another example of correct answers

~~Altri~~ Sono stressati e indaffarati quanto gli adulti perché hanno orari pieni e intensi da rispettare.

(b) Perché questo stile di vita può essere dannoso per i bambini?

(1)

perché non c'è tempo per giocare

(c) Quale sorprendente affermazione fa il brano riguardo al rischio di annoiarsi?

(1)

che la noia non è necessariamente un male.

(d) Perché i genitori spingono i loro figli a fare tante attività?

(1)

per incoraggiare il loro successo a scuola e anche il successo sociale

(e) In che senso i genitori sbagliano? Da **due** dettagli

(2)

se stimolano continuamente i bambini, limitano la loro fantasia e aumentano i livelli di stress

(f) Perché si suggerisce ai genitori di scegliere orari di lavoro diversi?

(1)

per trovare più tempo da passare con i loro figli

(g) Quale conseguenza negativa può avere questo stile di vita sulla salute dei bambini?

(1)

rischiano di prendere malattie che solitamente hanno solo gli adulti

(h) Oltre ad evitare lo stress, cosa dovrebbero fare i bambini per crescere sani?

(1)

fare più esercizio fisico



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Examiner Comments

For a successful response to question 7 it is essential to be able to reword the text. This is why examples of good practice may be more constructive than showing shortcomings.

Question 8

Question 8 - Writing task based on a post by a girl asking for advice on her idea of having a tattoo of her boyfriend's name.

Candidates were asked to include the following points:

1 la tua reazione al post di Fabiana e i tuoi consigli

2 cio` che spinge la gente a farsi tatuare

3 se tu hai mai considerato l'idea e perché/perché no

4 possibili rischi e difficoltà

Candidates appeared to be very familiar with the problems associated with tattoos and tattooing and tended to cover strikingly similar points. Few came up with anything original.

As expected, there was a vast range of scores for this questions, distributing candidates' performances across almost the entire range of marks. Candidates seem to be increasingly aware of the word limit, but some fluent students, particularly bilingual ones, still wrote well beyond it and lost credit for points dealt with after using the maximum number of words allowed.

In detail:

Many candidates' responses to the question started off with a short introduction relating to the stimulus and showed reactions of shock or surprise. Occasionally candidates indulged in lengthy, useless preambles using up words which could have been used to better develop their points.

Bullet point 1: Some candidates dedicated far too much of the word allowance to this point and expressed ideas which were then repeated later on. The main points made were that Fabiana was being rash, the possible failure of her relationship, permanence of a tattoo/ its removal, future regret, possible alternative and less drastic romantic gestures (such as a memorable holiday), and the suggestion that the boy should get a tattoo too. This bullet point allowed most students to get off to a confident start with practiced formulae for giving advice and stating agreement or disagreement.

Bullet point 2 drew on quite a broad range of reasons why people get tattoos: keeping a memory alive, marking an event, love of art, expressing personality, rebelling against parents or acceptance by a group.

Most responses to bullet point 3 were quite succinct but to the point, giving opinions such as expressing the desire never to have a tattoo, or to have one in the future, fear of upsetting their parents or even religious reasons. Some focused on the risks here and overlapped with BP4, thus losing credit for ideas which were repeated.

Some candidates descended into personal anecdotes whereas others provided convincing, well-worded reasons for instance *"un ricordo indelebile di qualcosa che fa parte di noi che ha contribuito a creare la persona che siamo"*.

Certain aspects of bullet point 4 were mentioned as part of the candidate's advice to Fabiana or as the reasons why they would not have a tattoo, resulting in repetition which could not be credited. The main dangers mentioned were physical: infection, allergic reaction, unhygienic/unqualified tattoo artists, blood disease; aesthetic: fading, tattoos

looking inappropriate on older people; practical: expensive and painful removal, prejudice against tattooed people and reluctance of some employers to take on people with tattoos.

Few excellent or good candidates managed to add a short meaningful conclusion – only those who had effectively organised the number of words to be used.

This is an example of a successfully developed task, which could have made it to the top box for CaR if the candidate had not run out of steam towards the end.

Testo 8 – Tatuaggio: sì o no?

Ero decisa a farmi tatuare sulla spalla un cuore col mio nome e con quello del mio ragazzo. Mi sembra un'idea molto romantica, ma tutti mi consigliano di non farlo.

I miei genitori vogliono impedirmelo. Un'amica mi ha detto di starci attenta: se la storia col mio ragazzo finisce, che ne sarebbe del tatuaggio?

Mia sorella la trova un'idea stupida e dice che il mio ragazzo sarebbe il primo a riderne.

Voi che ne pensate?

(Fabiana)

8 Hai letto questo post e hai deciso di rispondere, aggiungendo commenti sul tatuaggio in generale.

Scrivi **200–220 parole in italiano** includendo i seguenti punti:

- la tua reazione al post di Fabiana e i tuoi consigli
- ciò che spinge la gente a farsi tatuare
- se tu hai mai considerato l'idea e perché/perché no
- possibili rischi e difficoltà

(30)

Secondo me l'idea di Fabiana è piuttosto romantica ma anche un grande passo. Non ~~sono~~^{sto} d'accordo con i genitori siccome non dovrebbero impedirle di fare ciò che ~~si~~ vuole però la sua amica ha ragione: che ne sarebbe del tatuaggio se Fabiana si separa dal ragazzo? Secondo me ciò che spinge ~~fa~~ le persone a tatuarsi è l'idea di essere figli, di far vedere ai propri amici quanto sono forti ed essere più popolari. Però

ci sono anche persone che vogliono dei tatuaggi perché gli piace l'idea di avere un disegno su di loro o per motivi sentimentali già che alcune persone simboleggiano le persone con tatuaggi. Personalmente, io non avrò dei tatuaggi perché so che fa male e dubito che avrò la forza e il coraggio necessario per tatuarmi. Comunque l'idea di avere un tatuaggio mi fa piacere siccome alcuni disegni mi sembrano veramente carini ma ho anche paura di rovinare la mia pelle e danneggiarla. La mia pelle si irrita facilissimamente e sono sicura che questo è un problema per molte persone intorno al mondo e c'è un rischio che le sostanze nell'inchiostro usato per tatuare può irritare la pelle. Per di più farsi un tatuaggio non è poi così facile bisogna pagare caro e a volte dopo un po' di tempo si rischia di non voler più il tatuaggio ed è per questo che per ora non voglio tatuarmi ma chissà, nel futuro magari cambierò idea.



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Examiner Comments

This candidate planned her work and adhered to the word count. Without unnecessary preambles she offers her reaction to Fabiana's post. She defends Fabiana's right to make her decision, inviting her, at the same time, to follow her sister's advice about the possibility that her relationship with her boyfriend may not last as long as the tattoo. Then she moves to suggest reasons why people want tattoos and to explain why she is reluctant to have a tattoo in spite of liking them and makes a smooth transition to the risks and dangers connected with this practice. The last bullet points could perhaps have been better developed; however, the response is well structured, reads as a coherent piece and ends with a brief conclusion. (12)

The language is generally good, both in terms of range and accuracy. (12)



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Examiner Tip

Careful planning always pays dividends especially if it is followed through to the end.

Paper Summary

Advice and Guidance

For the Listening section, candidates are reminded of the importance of reading the questions carefully before they start and of listening to the whole extract once before trying to answer the questions, so as to have a general understanding of the recording. For Listening and Reading questions alike, it is very important to use the targeted information in answer to the actual question. There is more than comprehension needed in order to answer these questions successfully. Candidates should be trained to work out meanings from the context, to read rubrics and questions carefully and to have practised different exercise types. It was pleasing to note that, for the gap-filling exercise, candidates paid more attention to grammatical details. All candidates require a good deal of classroom practice in re-phrasing and manipulating the language of the original text, as material lifted verbatim from the text cannot be credited in the reading question. Training in time-management and reading techniques such as skimming and scanning should also form an integral part of exam preparation.

As for the Writing section (question 8), it is always worth reminding candidates of the need to answer the final written task within the word limit, as failure to do so can result in a loss of marks for content. In a Writing task that imposes a maximum word limit of 220 words there is no place for irrelevant preambles and redundancy.

Candidates should be instructed to spend adequate time planning in order to produce a balanced and detailed response that remains succinct and sticks to the point. All candidates need regular practice in the art of structuring a piece of writing. A clear paragraph in response to each bullet point can constitute more than a satisfactory development of the task, but an entirely successful response is that which sets a context, takes account of the fact that it is in answer to a stimulus and reads as a whole piece rather than four more or less disjointed sections.

Finally, candidates are reminded that tidy presentation is essential.

Grade Boundaries

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

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