



Examiners' Report Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCE
In Italian (6IN02) Paper 01
Understanding and Written
Response

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6IN02 Italian Advanced Subsidiary
Unit 2: Understanding and Written Response
Summer 2019

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 wind power.

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.

This was the last iteration of this syllabus and it was only for re-takes. All candidates had had previous experience with this module, therefore they generally avoided the typical pitfalls such as lifting in Q 7 or exceeding the word count in Q8.

Question 1 was a multiple-choice question on an incident with a lady who was a victim of an attempted mugging. It was well understood and answered correctly by virtually all candidates.

Question 2 was about electric cars in Italy. This was a little more challenging, but most candidates were able to choose at least three of the correct statements.

Question 3 was about a charity helping children in hospital. 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. Most candidates managed to score all the marks from this question.

Question 4 was about an interview with Tiziano Ferro. All candidates found this question relatively straight-forward. Some candidates found it difficult to word the answer to Q 8g

Question 5 was computer marked. It was based on the statements of five people giving their views on the use of smart phones as a teaching aid. Generally candidates managed to identify all the correct answers.

Question 6 was based on a passage about the "*botticelle*". The task was comprehension with answers in English and required both competence in Italian

and high-level fluency in English.

Q6a A number of students struggled to explain, in English, that "*botticelle*" are horse drawn carriages and produced some weird definitions (e.g. vehicles which move with horses).

The remaining questions were answered fairly well by almost all candidates.

Question 7 This question was the most challenging of the reading section. It was based on a passage about the benefits of chocolate for our health. The task required comprehension skills to identify the correct piece of information and the ability to manipulate the language in order to provide coherent answers. Candidates were more careful than in the past to avoid lifting verbatim from the text, although some of them were drawn to lift their answers to questions 7f and/or 7g-

Question 8 was based on a post about cheating in examinations. Candidates were asked

- *If they had ever done it and why/why not*
- *Traditional ways against more technologically sophisticated ways of cheating*
- *Ethical aspects of cheating in exams*
- *Advice to Clarissa on how to deal with people she saw copying*

There were fewer instances of candidates writing exceedingly long pieces, thus losing marks for bullet points covered after the maximum number of words allowed. However it was still noted that candidates who didn't plan their work ended up by running out of steam (or words within the word count) and bullet point 4 was not always dealt with very convincingly.

As this task is not going to be continued, there is no scope for advice and guidance for future candidates.