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Examiners' Report

Principal Examiner Feedback

Summer 2017

Pearson Edexcel GCE
In Italian (6IN03) Paper 1A

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General Introduction

This unit requires students to use the language of **debate** and **argument** to discuss the issue of their choice; to defend their views and sustain discussion as the teacher-examiner **moves the conversation away** from their chosen issue covering **two unpredictable** areas of discussion.

The topic of debate does not have to relate to the General Topic Area listed in the specification for AS or A2. This unit assess advanced level understanding as well as speaking skills.

Assessment Principles

A maximum of **50** marks will be awarded using the assessment criteria for each of the following categories:

Response (20 marks)

There are three descriptors in this box:

Spontaneity: a genuine, spontaneous conversation will have minimal hesitations, allowing time to think, and then explain.

Range of lexis: a good range of lexis and sentence structures pertinent to the issues discussed.

Abstract language: a discussion about ideas not purely narrative or descriptive.

Quality of Language (7 marks)

Communicating without loss of message. Frequency of basic errors not interfering as to be a distraction.

Reading and Research (7 marks)

What is required is evidence that the student has read extensively and in some depth.

Comprehension and Development (16 marks)

There are two descriptors in this box:

Comprehension: understand all the implications of the questions.

Listening skills are tested in the unit and this does have a **significant impact** on the way in which questions are formulated and asked.

Development: respond, demonstrating understanding, taking the initiative and moving the discussion forward.

Assessment information

Format

Students are required to choose and **prepare an issue**, on which they must **adopt a stance**. They must complete the oral chosen issue form with a brief statement of the issue to debate, **in Italian**. It is therefore advisable to choose a confrontational issue, to which a stance can be taken.

The first section is a debate and requires students to present and take a **clear** stance on any issue of their choice. **The examiner** then plays the

role of devil's advocate, **expressing views contrary** to those of the student, being careful to avoid an aggressive or confrontational tone.

There is no requirement to relate the initial issue to the culture and society of the target language and/or any of the general topic areas for this specification. Students may select any viable issue to debate.

Timing is crucial!

It is difficult for students to access the highest marks if the correct timing is not adhered to.

The test begins with the student outlining their stance for about **1** minute.

The teacher-examiner then challenges it and the student must defend it, in discussion, for **3-4** minutes. For the remaining **8** minutes, the teacher-examiner initiates a spontaneous discussion on **two** further issues, **moving away** from the chosen one, onto unpredictable areas.

It is very helpful if the TE clearly indicates a move to the second part of the exam by saying: "**ora passiamo a un altro argomento**". If this is not mentioned, the student may lose marks by continuing to elaborate on the initial issue.

Students are expected to express and justify opinions, argue a case, discuss problems or current controversies as they arise naturally, in spontaneous conversation.

It is possible for students to gain high marks in the first part of the test, because they are on familiar ground. Students should be aware that the topic chosen should be one for which there are two possible sides to the argument. **Teacher-examiners should verify in advance that the topic is an appropriate one**; otherwise, marks can be lost unnecessarily.

The following are examples of unsuitable issues with which to develop a debate:

- *Le soluzioni per ridurre l'inquinamento dell'ambiente,*
- *Bisogna rafforzare i valori dei giovani,*
- *Soluzioni per trattare un tossicodipendente,*
- *Sono contro il razzismo,*
- *Le ragioni per cui l'Italia è entrata in guerra.*

The unpredictable areas are more complex; these should be **genuinely unforeseen** topics. **Rehearsed and recited** quantities of material cannot gain high marks. The difference between well prepared material and recited material is easy to detect often from speed, reaction and intonation.

The second part of the test should be a spontaneous discussion, not just a question and answer session, covering too many topics, asking too many factual questions and/or a general chat.

Some examples of inappropriate questions for this Unit:

- *Parlami di..*
- *Che cosa sai su ...*
- *Qual è il lavoro dei tuoi genitori?*
- *Quali sono i tuoi piani per il prossimo anno?*
- *Che cosa ti piace fare?*
- *Parlami del turismo in Italia.*
- *Parlami dei diritti delle donne.*

The two unpredictable areas for the second part of the exam can be chosen from the General Topic Areas for A2 but also from the General Topic Area for AS. **However**, for a student to obtain higher marks **the AS topics**, covered at A2, **should clearly indicate progression**.

Students' Responses

In this summer examination, the majority of students were thoroughly prepared and TEs followed scrupulously the guidelines for conducting the oral tests. 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. **Well done!**

The A2 oral examinations for 2017 showed, in many cases, an excellent standard of spoken Italian, with a commendable level of spontaneity, allowing students to converse convincingly and with ease. There were fewer problems in the way the examinations were conducted, and most schools were aware of the time limit. Some centres allowed students to speak well beyond the allotted 13 minutes, this occurred particularly where the issue for debate was protracted unnecessarily, leaving insufficient time to develop fully the discussion of the additional two topics. Some teacher examiners very sensibly announced the division between the initial issue for debate and the two further topics for discussion, possibly to keep themselves on track. This certainly made the task of the Edexcel examiner a little easier. As in previous years and perhaps in the belief of generating more natural conversation some teacher examiners tended to set the scene for a certain aspect of a given topic. This approach, however, takes up time and allows the student to take as his own what were actually the words and ideas of the teacher. There is always a risk of the teacher examiners, especially when they have strong views on a given subject, of speaking more than the student, this should be avoided in contrast, some teacher examiners leave too long a pause between each question. The problem with this is that it leaves the students wondering just how much more they are supposed to say. There were no obvious cases of irregular examining, although where examining technique was weak, the student's performance sometimes bordered on what appeared to be a monologue. Whilst the student was allowed a free choice in terms of the initial issue for debate, it was clear that some topics lend themselves to debate more easily than others. Some topics were, intellectually, simply less demanding.

There was clear evidence that well-planned questions led to debates that were interesting and engaging. When questions were far too generic, the

debate broke down and did not progress. In a minority of cases this led to reverting back to the original stance to attempt to add detail.

In a minority of cases teachers tried to explore far too many topics, limiting each one to one or two closed questions and quickly moving on. This strategy did not allow students to demonstrate their skills and perform at their best.

The following were some problems emerging from the conduct of the test:

- Too much time spent on chosen issue /not enough time spent on chosen issue
- Tests were too short /Tests were too long (Some exams run for more than 15 minutes)
- No definite stance adopted and opinions were not justified.
- No debate.
- A few exams were turned from debate to conversation.
- Questions well below the ability of students.
- TEs kept interrupting the student to express their own opinions.
- TEs corrected mistakes during the exam.
- Students were reciting large amounts of over rehearsed material without interruption.
- Several factual questions not designed to elicit opinions;
- Questions at GSCE level were asked
- Questions were repetitive or ended up to be too personal
- Occasionally too much time was spent on the chosen issue and consequently there was no evidence of further unpredictable areas being explored
- The variety of questions was at times limited, especially when many students chose the same stance.
- Native speakers were given mundane questions, which did not allow them to display debating skills.
- In a small but significant number of cases, the teacher appeared unprepared and questioning was too generic and restrictive.
- TEs linguistic competence was, in a few cases, inadequate.

Teacher-examiners must conduct the test in accordance with the guidelines that are set in the Oral Training Guide. Misinterpretation in conducting the exam, for example, timings of the test, lack of administration of the exam and insufficient questioning can disadvantage students even when they are prepared.

Teachers are advised to prepare a wide variety of topics, so that each student has something different to debate. If there are only few topics used for the discussion, it can appear as if these have been well prepared in advance and are **not precisely unpredictable**.

In contrast to this, most teacher-examiners were **excellent** in opposing the students' views and **eliciting** good debate **throughout** the exam. Most teacher examiners were quite clear about the need to move from the initial debate to a further two topics and managed this without putting too much

pressure on the student. Many students spoke clearly, fluently and with conviction.

Many students' responses showed extensive reading of newspaper articles on current affairs within topic areas like politics, environmental issues, emigration, euthanasia, nuclear power.

Some interesting stances on the following topics:

- giovani e politica
- bioetica
- eutanasia
- energia nucleare
- Brexit
- terrorismo
- terremoto
- guerra in Siria
- aborto
- legalizzazione delle droghe leggere
- pena di morte
- immigrazione

The issue must be **clear** and written in the **target language**:

- *Penso che sia responsabilità del governo ricostruire strutture e aziende private danneggiate dal terremoto*
- *Credo che non esista la giustizia*
- *La famiglia tradizionale è quella che assicura un'educazione completa ai figli*
- *A favore della criogenia/Contro la criogenia*
- *I graffiti sono una forma d'arte*
- *Sono a favore dei vaccini*
- *L'apatia politica è il nemico della democrazia*
- *L'eccessiva manifestazione dei simboli religiosi è un indizio di fragilità e insicurezza*
- *Contro l'utero in affitto*
- *Contro gli antidolorifici che contengono oppio*

In the selection of topics for the Issue, students should be made aware of the pitfalls related to taking stances that are completely one-sided: eg "I disagree with racism" and "I am against violence". In instances like this, teachers tended to ask for a redefining of the topic and probed for factual content rather than set up a debate. Debates that reflected current issues were performed successfully when students were able to combine relevant factual knowledge with abstract concepts.

This is an example of a good performance:

(Both student and teacher examiner not native)

ISSUE:

A favore dell'uso dei cellulari a scuola

INTRODUCTION:

Vorrei parlare dell'utilizzo di telefoni cellulari all'interno di ambienti scolastici poiché recentemente la mia scuola ha deciso di vietarne e bannarne

l'utilizzo. Io sono, molto contrario a questa decisione perché penso che i telefoni cellulari, come qualsiasi tipo di tecnologia innovativa, debbano essere visti come una nota positiva per la società in generale e non come una minaccia ed un pericolo. I motivi importanti di utilizzo dei telefonini sono vari e quelli principali, secondo me, sono che in caso di emergenza i ragazzi, gli studenti possono essere in grado di contattare in pochi secondi i genitori per essere presi da scuola o altro ma inoltre questi telefoni possono essere utilizzati per contattare professori tramite email e messaggi o addirittura se utilizzati come un dizionario o come una calcolatrice. Inoltre c'è stato appunto uno studio fatto dall'università di Nottingham su 831 studenti che appartenevano a delle scuole e università dove questi strumenti si potevano utilizzare. Questo ha avuto dei riscontri positivi poiché lo studio ha dimostrato che non c'è alcuna correlazione tra l'uso dei telefonini e le distrazioni ma anche che gli studenti erano stati molto felici di approcciare questa nuova tecnologia in quanto li aiutava nello studio.

Examiner: E secondo te perché la scuola ha deciso di fare una cosa così drastica?

Student: Il pensiero della scuola è, secondo, me, che nel passato ci sono stati casi di bullismo dove ragazzi specialmente compresi tra un'età tra i 9 e gli 11 anni, appunto facevano dei video a queste scene di bullismo senza intervenire fisicamente sul fenomeno e quindi non facevano altro che alimentare questo fuoco di bullismo e di sciocchezze in pratica. Questa è stato il principale motivo di quest'azione tuttavia penso che se la scuola dovesse decidere di vietarli per sempre, le persone, in particolare gli studenti, troveranno sempre un modo per utilizzare queste tecnologie indipendentemente dal fatto che l'uso ne sia proibito o meno.

Examiner: E i genitori sembrano essere d'accordo?

Student: La posizione dei genitori è abbastanza neutrale dal punto di vista delle risorse. Per esempio dei genitori si sentiranno molto più sicuri se i loro ragazzi una volta arrivati a scuola mandassero un messaggio per rincuorare la famiglia che appunto sono arrivati, che hanno attraversato la strada nella maniera più opportuna, però c'è sempre un lato negativo in tutte le cose e credo che alcuni possano sempre abusare di questi aggeggi, strumenti, quindi penso che genitori si affidino alla discrezione degli insegnanti prima di tutto; tuttavia ho trovato uno studio recentemente e pubblicato sul quotidiano italiano Il resto del Carlino, dove appunto si diceva che il problema non è degli studenti ma dei genitori che dovrebbero educare i figli ad un uso conscio e responsabile di questi dispositivi in quanto sulla rete purtroppo si può trovare di tutto.

Examiner: ...

The most popular **unpredictable areas** of discussion for the second part of the exam were:

- *Il terrorismo è giustificabile in certe circostanze.*
- *La primavera araba è stata un successo per la Tunisia*
- *L'incremento delle Grammar school in Inghilterra.*
- *La legalizzazione del doping.*
- *L'abolizione dei fast food.*
- *L'abolizione delle chat di classe.*
- *La criminalità organizzata aiuto all'economia.*
- *Il rodeo è etico.*

- *L'uso diffuso delle armi negli USA.*
- *Il diritto voto per gli italiani residenti all'estero.*
- *La punizione corporale.*
- *Il vegetarianismo.*
- *La chiusura degli zoo.*
- *la vaccinazione per tutti i bambini.*
- *L'uniforme scolastica nelle scuole.*
- *L'arte di strada e dei graffiti.*
- *La surrogazione di maternità.*
- *Le tasse universitarie in Inghilterra.*
- *La polizia in Inghilterra deve essere armata.*
- *La donazione di organi.*
- *Il colore della pelle 'e ancora motivo di discriminazione.*
- *Il femminismo.*
- *La tassa sulla vendita di bibite gassate.*
- *L'aborto.*
- *L'eutanasia.*
- *La pena di morte.*
- *La legalizzazione della marijuana.*
- *L'adozione da parte di coppie gay*
- *Il matrimonio per coppie dello stesso sesso.*
- *L'immigrazione.*
- *L'uso degli OGM.*
- *La religione ha un ruolo nella diffusione del terrorismo.*
- *L'agricoltura biologica.*
- *L'insegnamento delle materie creative nelle scuole statali.*
- *La Brexit.*
- *I social network.*
- *La sperimentazione animale*
- *La presenza di simboli religiosi nei luoghi pubblici.*

Abortion was again a popular topic but wasn't explored fully in a significant number of cases, dwelling solely on ethical issues. On the other hand, the debate on surrogacy led to discussions on gender identity, the role of a parent and personal identity.

Euthanasia was also a popular choice but lacked substance and was often pre-learned material that was rather banal, for example referring to the practical costs of keeping a sick relative alive and referring to the "dolce morte" as a romantic idea of the end of life.

The discussions around Social networks were genuine, well-presented and thoughtfully explored many aspects of related problems. Students debated vigorously on the concerns raised by the digital era and the solutions that need to be implemented to help the young generation to embrace it safely.

Religion and immigration were often chosen and extremely well-balanced and informed debate ensued, exploring the complex issues that countries face on a social, economic, cultural and demographic level.

Quality of Language

Although in some cases accuracy was variable, many students achieved at least 5 marks. There were also examples of students without an Italian background whose oral performance was highly accurate.

Pronunciation was, on the whole, of a commendable standard, although some native English students did not pay sufficient attention to the quality of longer vowels such as the **a** in Italian, which in effect means that what they said simply did not sound Italian. Some students, whilst knowing about the pronunciation of double consonants, simply did not put it into practice. Whilst some students regularly used the subjunctive correctly, others tended to use it inconsistently, ignoring its use after verbs of thinking and after concessive ideas such as **sebbene**. Tenses usually did not cause a problem, although some students tried to put the if- clause and its associated main clause both in the conditional. Thus "se andassi in Italia prenderei l'aereo" would become "se andrei in Italia prenderei l'aereo". As at AS-level, students still need to take care with the use of **chi** and **che** which are not interchangeable. There were good attempts at refining opinions with regular use of **penso/credo/ritengo che.....** and **sono del parere che.....** Adjectival agreement continues to be a problem with weaker students, as does the correct use of the definite article. As a rule of thumb students would be wise to be able to say in Italian what they themselves would reasonably want to say in their native language. Many students wished to convey an idea of the type "**this caused the government to change policy....**" If this is part of the students' way of thinking, and a structure they use often, they would do well to find an appropriate verb form such as "**Questo ha spinto il governo a cambiare politica**". Some verbs simply cannot be used transitively in Italian. "**Certi giovani sono permessi di.....**" is not accurate Italian. Certain vocabulary items and verbs are key to discussion, notably **sviluppare** and **colpire**, often incorrectly rendered as **divilappare** and **affettare**.

Most common mistakes:

- vietare una ragazza/ famiglia/ voglia/ quotazione/ il internet/ il eutanasia/ I foto/ I persone/ lo_fumo/sono stato bullito- bullire / affettando/ stoppato/ potrebbe stato/ arricciano/ i scippi/il stereotipo/ buon studente/ dei screzi/ il ONU/ non sono ancora nasce/ i crimi (crimini)- una crima (un crimine)/ la sistema giuridica/ il prigione/ accessibile (accessibile)/accomodazione (alloggio, sistemazione)/aiutabile – di aiuto (helpful)/aquinamento – inquinamento/avantaggi (vantaggi)/avviso (consiglio)/la cerità (charity)/comprendimento (comprensione)/computato (combattuto)/senza il loro concesso (consenso)/compassionante (compassionevole)/contributato (contribuito)/il danneggiamento (il danno)/danneggiamento (dannoso)/dedicazione (dedizione, devozione, impegno)/il divisio (la divisione)/l'entro (l'entrata)/esperienzare (fare esperienza)/europeano (europeo)/fabbrica (tessuto)/femmicidio (femminicidio)/fiscale (fiscale)/impegnante (impegnativo)/ipotesia (ipotesi)/individuali (individui)/insociabili (poco socievoli)/integressarsi (integrarsi)/un manco di rispetto (una

mancanza)/manipulare (manipolare)/i messici (i messicani)/millardi (miliardi)/montra (mostra)/i morali (la morale)/muslem (musulmano)/patriorca (patriottica)/pille (pillole)/protettati (protetti)/psicatrice – psichiatra/i rifugi (rifugiati)/un capro respiratorio (espiatorio)/riducere (ridurre)/risovato (risolto)/salvare (risparmiare)/i tassi (le tasse)/i vittime (le vittime)

- False Friends: **affettare** instead of **influenzare** (*affect*); **i soggetti** instead of **le materie**; **addizione**(*addiction*) instead of **dipendenza**; **finalmente** instead of **infine**; **alla fine del giorno** (*at the end of the day*)instead of **in fin dei conti**; **in un senso brodo** (*in a broad sense*) instead of **in senso lato**; **in giro il mondo** (*around the world*) instead of **in giro per il mondo**; **la media**(*the media*) instead of **i mezzi di comunicazione** , **i mass media**; **bullito**(*bullied*) instead of **maltrattato, perseguitato, tormentato, vittima di bullismo**; **approcciare/ stoppare/ bannare**(*to ban*) instead of **proibire**; **i parenti** (parents) instead of **i genitori**; **i bordi** (borders) instead of **il confine**; **in piccolo tempo** (*in a short time*) instead of **in breve tempo**.

Reading and Research

There were isolated cases of weak performances in this area, although many students were able to refer in detail to articles and books that they had read. They had made an in-depth study of many topics from the syllabus and should be congratulated on their efforts and be commended on their hard work in this aspect of their studies.

Most students are aware that for a successful debate they will need to have researched their chosen topic carefully. Many debates were carried out with a good level of repartee between student and teacher examiner. In some cases, possibly because of insufficient drive on the part of the teacher examiner, the debate tended, in part, towards a simple presentation.

There continues to be a good number of native Italian speakers who enrol for the examination and their language competence is usually obvious throughout the oral test. Their native competence did not always allow them, however, to score highly in the section Reading and Research. Some teacher examiners were tempted, whilst discussing a popular topic – *adoption of children in same sex relationships*- to revert to family life and involve the student in a more extended, simple conversation about their own family. This took up time and reduced the level to that of GCSE. Can we remind students and teachers that to show extensive reading and research on the issue, it is not sufficient to say: "**Ho letto un articolo nel giornale o in Internet...**".

Comprehension and Development

There were some very interesting and challenging questions, which allowed a natural and logical interaction with the teacher-examiner, taking into

consideration the fact that this unit assesses advanced-level understanding as well as speaking skills.

Many teacher examiners were able to pose skilfully quite demanding questions of their students. Many students, too, rose to the occasion. It is, however, difficult to award the highest marks to students who are asked questions on more mundane topics. The examination board provides three further topic areas to the ones associated with AS-level. Topics such as Religion provide a springboard to quite high levels of discussion. Many centres took advantage of this and their students were rewarded accordingly.

Teacher-Examiners

Students' success in Unit 3 is dependent on the good conduct of the exam, as the quality of debate depends very much on the teacher examiner's counterarguments for the chosen issue and the nature of the questions asked for the further issues. Sometimes Edexcel examiners are faced by the difficulty to determine whether in the discussion there are two further issues or only one.

Whilst thanking many examiners who conducted the exam successfully, we would like to encourage others to improve and develop the skills of the teacher examiners.

Some examples of good questions:

- Secondo te è importante che i giovani partecipino alla vita politica del proprio paese ?
- Pensi che partecipare all'associazionismo di tipo sociale, politico o religioso sia importante per la vita politica del paese?
- Pensi che la diffusione della tecnologia porti ad un estremismo politico?
- Pensi che siano giustificati i costi di installazione di impianti di energia nucleare?
- Quali sono gli svantaggi maggiori della Brexit da una prospettiva di giovane europea/o ?
- Quali luoghi sono piu' sensibili agli attacchi terroristici secondo te e perché ?
- Fino a che punto il terrorismo danneggia l'economia dei paesi che attacca?
- Il terrorismo sta creando una divisione tra i popoli e un atteggiamento ostile verso gli immigrati?
- Pensi che le donne abbiano un ruolo secondario nella religione cattolica?
- Se gli immigrati non hanno un'occupazione legale saranno costretti a vivere ai margini della società quindi ad essere al di fuori della legge...
- I giovani di oggi come affrontano il grave problema della disoccupazione?
- Come nasce la violenza giovanile?
- Veramente questi immigrati vogliono integrarsi con la società ospitante? Spesso si autoemarginano restando confinati nelle loro

comunità e mantenendo usi e costume spesso in contrasto con le leggi locali.

- Ormai le donne hanno ottenuto tutto quello che volevano: non credi che non ci sia più ragione di lottare.
- Fino a che punto siamo responsabili delle catastrofi naturali?
- Immagini di modelle troppo magre sono consuete e largamente diffuse, credi sia facile riconoscere i sintomi dei problemi di alimentazione?

To avoid later disappointments, centres must note that if they employ Italian native speakers (and not qualified teachers) to conduct the exam, they **should make sure that all the important information on the conduct of the tests are understood**. On the other hand, any TE conducting the test **should have a good knowledge of the language**. Centres without a teacher could ask information about the possibility to use **London Centre Orals** for their students.

The teacher examiner should study the oral form before undertaking the conduct of the oral and should prepare valid counterarguments to avoid silences. For the debate to be interesting, the counterarguments must be well focused. Both the students and their examiners should be well prepared.

The all too frequent "**Dimmi cosa sai di...- Parlami di...?**" are likely to produce a weak debate.

After about **5** minutes the TE should initiate a spontaneous discussion covering **two** further issues.

Although examiners are not required to take the opposite view in the unpredictable areas, inputs like "**Cambiamo argomento; che cosa sai su...?**" will not prompt a high level of debate or be considered a complex and challenging question; complexity can be linguistic (language and structure) and/or conceptual (abstraction).

To recap the most frequent problems were:

- initial issue not always arguable
- stance not challenged enough by the teacher-examiner
- some questions on personal life not appropriate for this unit
- too many factual questions not designed to elicit opinions
- questions at GCSE level
- only one topic discussed after initial issue
- no further topics
- difficulties to establish the two unpredictable areas, as questions were all within the issue chosen by the student
- students not allowed to demonstrate debating skills.

Administration

Some issues arising from the administration of the test can be summarised as follows:

- a number of registers were missing from examination packs received.
- a considerable number of OR3 forms were inadequately completed or simply not returned.
- old OR3 were used
- no teacher/examiner name on the box or CD

- a number of recordings were not checked with the result that they appeared on the computer as blank CDs or as CDs incorrectly formatted.
- some background noise and the sound of the bell/telephone which made students lose concentration.
- centres did not notify the board that students were withdrawn

Sound quality of CDs was excellent. Centres should wrap CDs in an appropriate plastic box or at least in a padded envelope. It may be helpful to provide TEs with an official checklist to guarantee that each school has completed the essentials before posting to the Edexcel examiner. Most centres packed their examination material carefully before dispatch and there were fewer cases of broken CDs.

Conclusion

Congratulations to teachers and students!

This year's students were from many different backgrounds. Most seemed to have a competent and in many cases an excellent command of Italian. Teacher examiners appear to have risen to the task in hand extremely well and students were very well prepared for the various aspects of the examination.

The facility to contact any of the Principal Examiners through the Ask the Expert service is offered to the centres.

An online Oral Training Guide is also accessible.

