Examiners' Report
June 2017

GCE Italian 6IN04 01

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Introduction

This paper is made up of three sections.

Section A is the translation: candidates are required to translate a text of approximately 80 words from English into Italian. 10 marks are awarded for this section. For marking purposes the text is divided into 30 assessable items and points are awarded for each item that is 100% correct in terms of grammar and spelling. Therefore candidates will be rewarded for their accurate handling of grammar and structures and their lexical knowledge.

Section B is a Creative or Discursive Essay: candidates are required to write one piece of 240-270 words in Italian choosing from three creative titles and four discursive essays. They will be rewarded for their ability to organise arguments and ideas and to make relevant points in response to a general issue. They will be rewarded for their knowledge and understanding of their chosen topic and for the ability to organise their ideas. Almost three quarters of the available marks (30 out of 45) are awarded for content (up to 15 for Understanding and response and up to 15 for Organisation and development) whilst up to 15 are awarded for Language (up to 10 for Range and application of language, i.e. lexis and structures, and up to 5 for Accuracy).

Section C is the Research Based Essay: candidates are required to write one piece of 240-270 words on a topic that relates to one of the four main areas of research (Geographical area, Historical study, Aspects of modern society, Literature and the arts). Their chosen topic must relate to Italian culture and society; essays referring to non-Italian topics will score no marks. Candidates will be rewarded for their knowledge and understanding of their chosen topic and their ability to organise ideas. Up to 30 marks are awarded for Reading, research and understanding (i.e. their knowledge, but more importantly their analysis and evaluation of the chosen topic), up to 9 for Organisation and development and up to 6 for Quality of language.

Question 1

The translation is a discriminatory section which focuses on lexical and grammatical accuracy. Candidates generally showed a fair to good knowledge of grammatical principles and vocabulary but there were many instances of inconsistency.

The majority of candidates answered many sections of the translation well: some sections were quite accessible to all while others proved to be more demanding.

For the most part candidates did have the necessary vocabulary but marks were more often lost for grammatical or spelling inaccuracy.

Common errors included missed accents and spelling mistakes, especially with words that they would be expected to know such as venticinque and moglie. Fa was also often misspelt as fà. Double letters were sometimes missed in appartamento and contratto. In fact the verb affittare and even the noun appartamento were at times not known and the present tense affittiamo was correctly rendered by very few candidates, with the vast majority incorrectly using the present continuous. It was also surprising that a huge number of candidates did not know the Italian for Florence or if they did, many misspelt this.

A lot of candidates used possessive adjectives incorrectly (with an incorrect use of the definite article) and some did not use avere for age, using essere instead. The periodo ipotetico with the se + imperfect subjunctive was generally translated well but some candidates lost marks by using the pluperfect subjunctive instead. Many candidates also coped well with the present subjunctive following abbiamo paura che and spero che (although the future tense was also accepted here).

Weaker candidates struggled with adjectival/past participle agreement and prepositions. "I looked for a job" sometimes resulted in loss of marks where candidates translated it incorrectly as "ho cercato per un lavoro". "To find one" also proved demanding and was often translated as "trovarlo" or "trovare uno" omitting the partitive ne.

All in all the standards of the translation were pleasing although some candidates seemed to lack the grammatical knowledge and the attention to detail that could be reasonably expected at this level of study.

This is a satisfactory attempt at translating the given text and a good example of a slightly patchy translation.

Question 1

Translate the following passage **into Italian**.

I am 25 and come from a foreign country. I arrived in Florence five months ago. I came with my wife, while my children stayed at home. We came in search of a better life. After arriving, I looked for a job but didn't manage to find one. If I found work, I could send money to my mother who is ill. We are renting a flat without a contract and we are afraid that we will be sent away. We cannot go on like this. I hope things improve.

Ho 25 anni e vengo da un paese straniera. Sono arrivato a Firenze cinque mesi fa. Ho ~~e~~ venuto con mio moglie mentre i miei figli ~~hanno rimasto~~ sono rimasti a casa. Siamo venuti in cerca per una vita migliore. Dopo arrivando, cercavo un lavoro ma non sono riuscito a trovarne. Se avessi trovato lavoro, potrei mandare soldi a mia madre ~~che~~ ~~non~~ chi è malata. Stiamo affitando un appartamento senza un contratto e ~~siamo~~ siamo preoccupati che saremmo mandati via. Non possiamo continuare cosi. Spero che le case ~~migliorano~~ migliorino.

Question 2 (a)

This was the most popular of the three creative titles and the third most popular question 2. Candidates had to write an imaginative story about un colpo di fortuna.

Most candidates showed a reasonable to good understanding of the requirements of this question and managed to write a continuation of the story in the first person. Many talked about events such as finding money or winning the lottery. Some talked about the opportunity to travel or study abroad or go on holiday. Some even wrote romantic stories about meeting their future husband or wife.

Many candidates did not, however, focus on the colpo di fortuna and wrote about a generally lucky day and not a particular stroke of luck so that some of the responses were not well-balanced. Many responses also dedicated a lot of their story to the scene setting or build up and then had to rush the ending in which the stroke of luck was almost an afterthought.

As usual a few of the stories were somewhat implausible but on the whole most candidates did understand the question and attempt to answer it, even if the development was often not very successful.

The lottery winning answers, although predictable, were often the most successful in terms of balance and meeting the requirements of the question.

Many candidates chose to use the passato remoto and did so well.

This candidate wrote a creative story about a colpo di fortuna, in this instance his/her teacher not turning up when the candidate had forgotten his/her textbook at home.

Non ho mai pensato di essere una persona fortunata, ma quel giorno ho avuto un colpo di fortuna inaspettato.

La mattina, mi stavo preparando per andare a ~~sul~~ scuola come i soliti giorni: mi alzo, mi lavo i denti, faccio colazione, preparo lo zaino e ~~vado~~. mi avvio verso ~~la~~ ~~scuola~~ scuola.

Come è solito, in una giornata di scuola ho solo cinque ~~lezioni~~ ore ~~le~~ di lezione ma essendo ~~in~~ al dodicesimo grado academico, alcuni giorni mi

capita di avere un'ora di lezione extra.

Quel giorno, il martedì, è l'unico giorno in cui mi tocca rimanere a scuola un'ora extra, il che mi ha fatto rimanere depressa per l'intera giornata e ho finito anche con l'allontare i miei amici.

Sono consapevole che era solo un'ora extra di lezione, tuttavia, avevo iniziato recentemente il dodicesimo grado perciò il mio stile di vita a scuola era cambiato radicalmente da come lo conoscevo quando studiavo dall'undicesimo grado in giù.

Era la mia prima lezione dopo scuola, ma io più che considerarlo una normale lezione lo consideravo come una punizione in cui mi toccava restare un'ora in più a scuola mentre gli altri studenti potevano andare a casa.

Mentre andavo alla mia lezione a lezione durante le ore regolari; mi ero alla mia quarta ora di lezione e ero alla mia lezione di matematica. Aprii il mio zaino per tirare fuori il mio libro di testo e mi accorsi che quel momento una preoccupazione si aggiunse alla mia depressione: non avevo portato il libro per la lezione

dell' ultima ora, il libro di tecnologia. aveva

Il mio insegnante è molto severo sulla disciplina e la responsabilità, e se scoprisse che ho lasciato il mio libro di tecnologia a casa passerei le ore contate. E se avesse, mi siano che mi avrebbe fatto qualcosa di crudele come aggiungere un'altra ora di punizione alla mia ~~sotto ora per~~ non farmi andare a casa.

Il mio insegnante è molto severo sulla disciplina e se lo avesse scoperto ero sicura che mi avrebbe fatta rimanere a scuola un'altra ora in più. Mi Stavo ~~preparando ad~~ andando Stavo andando alla mia ultima lezione e ci era stato detto che l'insegnante non era presente e ci hanno lasciato andare a casa. Questa sì che è fortuna!

Examiner Comments

This candidate displayed a satisfactory understanding of the stimulus but the response is rather unexciting as a teacher not turning up when the candidate had forgotten his/her text book doesn't quite constitute an astounding colpo di fortuna.
Also the story is unbalanced as most of the piece is dedicated to setting the scene and the build up and the stroke of good luck ts only mentioned in the final paragraph.
Language is extremely good, with a great variety of tenses and with varied and appropriate lexis. It is also very accurate.

Examiner Tip

This candidate should have tried to think of a more exciting story as befitting the stimulus and should have planned their work more carefully.

Question 2 (b)

Not many candidates opted for this question, which required them to write an article about an immigrant who stopped a robbery in a jewellery. Responses were generally of high quality, showing a rich knowledge of vocabulary and most were well balanced. More than one candidate ended their story with the heroic incident helping to ease social tensions with immigrant populations in the area. Occasionally candidates misread the headline and wrote about a bank raid instead. A few ended up writing more of a rant against racism than a story based on the headline.Candidates were expected to write in a journalistic style and quite a few wrote a convincing article but some used the passato remoto, which wasn't the best choice of register for a newspaper article.

Question 2 (c)

This was also a minority choice. Candidates had to write a dialogue based on the picture. This was achieved with different degrees of success: some wrote a convincing dialogue about holiday plans while others veered off the point and wrote a story loosely based on the picture or did not attempt at all to write a conversation. There were a few instances of responses written in the appropriate colloquial register.

Question 2 (d)

This was a reasonably popular essay question. Candidates were required to consider industrial development and to what extent it has influenced the environment.

Most talked about the links between industrial development and CO_2 emissions, leading to global warming and climate change. Some mentioned industrial waste and water pollution, and some also mentioned deforestation, but not always relating it directly to industrial development.

Most managed to keep the focus on the influence of industrial development, but some candidates did lose this focus and ended up writing about environmental issues more generally without linking them to industrial development.Many candidates showed good topic-specific vocabulary in their responses.

Question 2 (e)

This question was fairly popular and it was approached in many different ways.

Most candidates showed at least a satisfactory understanding of the question. Most felt that sport has more than one function and were able to discuss one or more of these. Enjoyment or keeping fit were usually chosen as the most important function of sport, and those who wrote about physical appearance seemed to all be in agreement that this was not a good reason to do sport, either because it wasn't a very effective motivator, or even because it could be damaging to focus on this aspect.

Some candidates went beyond the suggested functions of sport in the question and added advantages such as developing team work, social interaction and the benefits on mental health as important functions of sport.Better candidates were able to reach a conclusion based on their arguments and were able to substantiate their points. Other responses were more confused, in that the candidate's final stance was not always clear, or seemed to change as the essay went on.

Occasionally students strayed away onto a general essay on health problems and obesity rather than focusing on sport.

Question 2 (f)

This was the most popular question and pleasingly most candidates showed at least a satisfactory understanding of the question.

While a few simply discussed the advantages and disadvantages of virtual communication, most made an attempt to look at these in the context of their impact on friendship. In arguing that these virtual means favour friendship, candidates mentioned the ability to stay in contact with friends or maintain long-distance relationships, find old friends, make new friends with similar interests and the logistical advantages offered by virtual communication while many felt that these means of communication serve to isolate people from their friends and that friendships are often not 'real' in this virtual world. Other reasons against were cyber-bullying, not communicating face-to-face and therefore not forming a meaningful relationship, creating an "unreal" persona, meeting unscrupulous people online.Better candidates developed their response and took a stance, with many concluding that virtual communication serves as both a help and a hindrance to friendships at the same time depending on how it is used. Weaker candidates produced general essays on the advantages and disadvantages of social media without mentioning friendship.

This candidate chose to address the question on virtual communication, whether it improves or hinders real friendship between people.

A mio parere, la comunicazione virtuale impedisce la formazione di un rapporto di fiducia e amicizia duratura tra due individui, ciò è dovuto al fatto che, il contatto umano viene a mancare, il quale è un fattore fondamentale durante il processo di conoscenza tra le due persone coinvolte.

Con l'avanzamento della tecnologia e con la programmazione di nuovi social media è diventato sempre più difficile comunicare "faccia a faccia", poiché attraverso il virtuale la comunicazione è più veloce ed efficiente. Questo lo si nota, soprattutto, nelle nuove generazione, cresciute nella tecnologia. Tuttavia, questa tendenza di comunicazione virtuale porta al ripudio del contatto umano e, di tutte le convenzioni sociale che rendono

un rapporto di amicizia ~~porta, sempre di più, all'insicurez~~ accresce l'insicurezza
~~za~~ e porta alla perdita ~~delle normali conven.. di adeguarsi~~
~~alla~~ della comunicazioni sociale, il quale poi
porta a rinchiudersi in un mondo virtuale, impedendo
~~l'individuo~~ all'individuo di comportarsi adeguatamente
in un ~~nei~~ contesto sociale.

Tra i giovani tale segregazione ~~f~~ è diventata, ~~con il~~
passare degli anni, ~~f~~ più frequente; dietro ad uno schermo
~~Essi dietro ad uno schermo~~ ci si sentono più sicuri, si
sente ~~sentono~~ di avere il controllo e ~~sentono~~ che nulla possa di
male possa ~~esserli~~ accadere ~~fatto~~. Questo, ~~tuttavia~~, porta
alla creazione di una vita fasula; ~~perché~~ dietro allo ~~l'aver scherm~~
la verità viene ~~più essere~~ omessa, i pregi esagerati e
i difetti eliminati ~~creando uni~~ dando un'immagine
~~com~~ diversa, non vera, dell'individuo.
La creazione di questa una seconda vita ~~Hmm~~ e più
~~viene~~ impedisce ~~l'am~~ impedisce all'individuo
~~di uscire è fare amizi~~ l'amicizia con il mondo esterno.
~~persone~~ reali poiché, questo richiede l'esposizione del ~~essi devono mostrare il suo loro~~
~~vero io~~ vero io.

L'amicizia è un rapporto di fiducia e ~~di tal~~
fratellanza tra due ~~individui~~ soggetti che trovano
in un altro ~~un cons~~ conforto, consiglio e appoggio.
Tale rapporto, non si ~~potrà~~ può ~~mai~~, a mio avviso,
raggiungere con l'amicizia virtuale.

The candidate demonstrates a very good understanding of the question as the essay is quite focused on whether virtual communication hinders or improves frienship.

The candidate takes a clear stance in the introduction, stating that in their view virtual communication hinders firnedship.

Many relevant points are made to sustain this: they mention the lack of human contact with the subsequent lack of social skills and the issue of not beign able to see the real person behind the screen. Their conclusion reiterates the point that true frindship can only be achieved thorugh face to face contact.

Organisation and development are also very good, with a clear introduction outlining their stance and a clear conclusion that reiterates this stance.

Language is also very good, with a very wide range of appropriate lexis and a very good variety of complex structures. Grammar-wise it is almost faultess.

This candidate produced a very good response thanks to careful planning which helped them focus on the issue. They rightly chose a topic they were familiar with and possibly felt strongly about personally, which helped them reach an informed conclusion.

Question 2 (g)

This was the second most popular question and it produced mixed responses.Common problems that candidates identified were: school and exam stress, work prospects (in the context of current difficult times due to the economy), friendship and social media issues, technology (usually related to social media and phone dependency) societal pressure to look after one's health and/or keep up with unrealistic beauty standards. Some candidates cited all or most of these and then chose one, or named all of these as reasons for the overall problem of stress. Many felt that these aspects weigh greatly on young people nowadays and that these threaten their mental wellbeing.

Better candidates developed their answers in relation to the question while some failed to identify a main problem and often talked about a range of problems without a real sense of focus.The question seemed to strike a chord with many candidates and some of them ended up writing more of a rant than a balanced discussion of the issues, or else gave responses that were too personal and based on their own experiences, which was not appropriate for a discursive essay.

Question 3 (a)

Candidates had to consider to what extent the city or region they studied exploits its potential.

Although there were some very strong essays, well-supported by the candidates' research, many displayed only a superficial knowledge of the area, perhaps relying on their own familiarity with the region or city rather than in-depth research. Most candidates did show some knowledge of the region, although many were unambitious in their discussion of the potenzialità and to what extent these are exploited. Many talked about tourism, agriculture, industries and cultural heritage in the region/city but the analysis was rarely in-depth, nor was it sophisticated, resulting in rather descriptive essays.

Better candidates substantiated their points well and did not lose sight of the question and they mostly discussed the economic impact on the city or region.

Some candidates possibly did not understand the term potenzialità and their answers were consequently not always relevant.

Unfortunately there were still a few examples where candidates failed to score any points as they chose a non-Italian geographical area, e.g. Iceland.

Question 3 (b)

Candidates had to consider the impact of other countries during the historical period that they studied. The most common periods were Fascismo and Risorgimento.

Most candidates showed an understanding of the question and were able to analyse the role of foreign powers during the period they studied but degrees of analysis varied.

Candidates who chose the Risorgimento mentioned the influence of powers such as Austria and France and their impact on Italian Guerre di Indipendenza.

Those who studied Fascism looked at how the politics of Russia and Nazi Germany influenced events in Italy and the impact of this.

Better candidates substantiated their points well and linked ideas in relation to the question set, while weaker candidates tended to produce narrative essays simply relating the main events during their chosen period.

Some candidates lost many marks – if not all - by choosing to write about inappropriate historical periods, such as the Roman Empire. Also, mafia cannot be considered a historical period as it is rather an aspect of society.

Question 3 (c)

Candidates had to consider the impact of the recent economic recession on the aspect of society they studied. The majority of answers were about the impact of the economic crisis on Italian society in general rather than on a specific aspect of Italian society. Most candidates failed to identify an aspect of society. A few managed to concentrate on one particular aspect, such as young people, families, small businesses, immigration and unemployment, but there were a number of tirades about how difficult life is for Italians now and at times this was blamed on politicians or the rise of immigration.

A few wrote about the mafia as their chosen aspect of society, but sadly these essays made little or no reference to the economic recession.

Some candidates did not display any evidence of research and their response was more like

a discursive essay.

A few candidates also lost all marks by answering this question with reference to the society in the film or book they had studied.

Question 3 (d)

This was again the most popular choice for question 3 and it was pleasing to see a reasonably wide range of texts and films in the responses. The most popular book/film was Io non ho paura, with other common choices being La vita è bella, Cinema Paradiso, Il postino and Volevo i pantaloni, but there was a great variety of films and books including Mine vaganti, La grande bellezza, I cento passi, Roma città aperta, Ladri di biciclette, Benvenuti al sud, Il giorno della civetta, Di noi due, Il Gattopardo, Se questo è un uomo, Inferno and even I promessi sposi.

Candidates had to consider how female characters are portrayed in the book or film they have studied. Depending on which book or film they had chosen, the female characters may have been central to the story or just subsidiary. Many felt that female characters were essential for the development of the plot either by their presence or relative lack thereof.

On the whole responses were of a good standard and generally well-sequenced, although many were unambitious with the development of ideas.

The best essays were able to discuss and give examples of the specific role of the female characters, with the most insightful being able to address their importance on the actions and portrayal of other characters and events in their chosen text or film as well as their relevance to the themes of the work studied. The weaker essays simply described the female characters and their actions without commenting on their role.

Io non ho paura was still the most popular choice of novel, with many candidates discussing the role of the mothers of Michele and Filippo, Michele's sister and Michele's friend Barbara to illustrate the north-south divide. Other candidates felt that their roles were to highlight the patriarchal nature of society in the south of Italy at that time. The women in Io non ho paura were said to epitomise the secondary role of women in society in the 1970s in Italy. The best essays reached a deeper insight into how these characters were pivotal in Michele's development.

There were some good answers also on Volevo i pantalon. An obvious comparison between Angelina and Annetta was made, also referencing the aunt and the development of the character of Annetta through her experiences. Candidates felt that the female characters again serve to highlight the nature of society and that they are essential for connecting with the reader.

In terms of the films, La vita è bella was again popular. Responses on this film mostly concentrated on the role of Dora: many felt her role was to protect her family, but better responses explored the idea of her role to be one of unconditional love and self-sacrifice that allows the viewers to experience the emotions of the film with more immediacy. Some candidates on the other hand analysed Dora rather superficially, focusing more on her weak position as a woman in Fascist Italy than on her relationship with the protagonist and her son.

Once again, better candidates substantiated their points well and showed a good knowledge of the book or film. Many candidates lost marks as they did not develop their ideas sufficiently, with a significant number of candidates wasting words by giving a general outline of the plot in their introduction. Some responses were once again too narrative and candidates did not score highly as a result.

Unfortunately there were still quite a few examples where candidates failed to score any points as they chose a non-Italian film or book, e.g. Il padrino, Macbeth, Othello, Good Will Hunting, Legally Blonde and even the Harry Potter series.

This candidate chose to write an essay about Io non ho paura, considering the role of the female characters in the novel.

Question 3

Rispondi a **una** delle seguenti domande. Scrivi tra **240 e 270 parole in italiano**. Questo tema deve fare riferimento alla cultura e alla società italiana o di una comunità di lingua italiana.

Area geografica

(a) Secondo te, fino a che punto le potenzialità della regione o città da te studiata vengono sfruttate?

Studi storici

(b) Quale influenza hanno avuto le potenze straniere sulla storia d'Italia nel periodo da te studiato?

Aspetti della società moderna di lingua italiana

(c) Che impatto ha avuto la recente crisi economica sull'aspetto della società da te studiato?

Letteratura e arte

(d) Qual è il ruolo dei personaggi femminili nel libro o film da te studiato? (BARBARA MARIA MADRE

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 3 (a)** ☒   **Question 3 (b)** ☒

Question 3 (c) ☒   **Question 3 (d)** ☒

NEL ROMANZO "IO NON HO PAURA", ESISTONO UN NUMERO LIMITATO DI PERSONAGGI FEMMINILI CHE HANNO UN IMPATTO SULLA TRAMA. QUESTO È DOVUTO AL FATTO CHE NICCOLÒ AMMANITI, AUTORE DEL LIBRO, CERCA DI RISPETTARE, IN MANIERA PIÙ O MENO ACCURATA, LA REALTÀ DEL MERIDIONE ITALIANO DURANTE IL PERIODO DEGLI "ANNI DI PIOMBO", IL CHE COMPORTA UN RUOLO RELATIVAMENTE SECONDARIO PER I PERSONAGGI FEMMINILI.

INNANZITUTTO, I PERSONAGGI FEMMINILI PIÙ IMPORTANTI

SONO ASSOCIATI ALLE AZIONI DEL PROTAGONISTA. INFATTI,
ESSI SONO MARIA, SORELLA DEL PROTAGONISTA
MICHELE, BARBARA, UNA RAGAZZINA PARTE DELLA ~~MADRE~~
"COMBRICOLA" DI ACQUA TRAVERSE, E LA ~~MADRE~~
DI MICHELE _

SOTTO OGNI PUNTO DI VISTA, I PERSONAGGI FEMMINILI
NON HANNO UN GRANDE IMPATTO NÉ SULLA TRAMA
E NEMMENO SULLE PRINCIPALI TEMATICHE DEL LIBRO_
CIÓ NONOSTANTE, LE FEMMINE DEL ROMANZO,
VENGONO UTILIZZATE DALL'AUTORE PER ESPRIMERE
LE VIRTÚ DI MICHELE _ AD ESEMPIO, ~~XXXXX~~ NEL
PASSO IN CUI BARBARA É VITTIMA DELLE CRUDELI
PUNIZIONI DEL TESCHIO ("CAPO" DEL GRUPPO DI BAMBINI),
MICHELE COMPIE IL GESTO NOBILE DI OFFRIRSI PER UNA PUNIZIONE
AL POSTO DI ~~XXX~~ BARBARA, IL CHE AIUTA IL LETTORE
A CAPIRE LA GENTILEZZA D'ANIMO DI MICHELE _
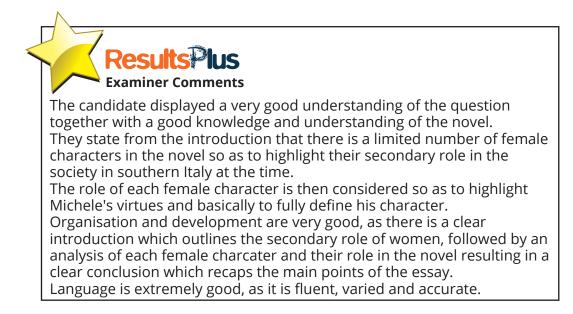
QUESTO PRINCIPIO PUÓ ESSERE APPLICATO ANCHE PER
MARIA E LA MADRE DI MICHELE, IN FATTI, GRAZIE
A MARIA IL LETTORE COMPRENDE L'ASPETTO PREMUROSO DEL
CARATTERE DI MICHELE, MENTRE LA MADRE ~~XXXX~~
RICORDA AL LETTORE CHE MICHELE É, IN FIN DEI CONTI,
UN SEMPLICE BAMBINO CHE AMA SUA MADRE ~~XX~~
~~MAN~~ INCODIZIONATAMENTE, IL CHE É IL MOTIVO
PER CUI MICHELE NON RIESCE A CONCEPIRE CHE LA

MADRE POSSA ESSERE PARTE DEL PIANO MALEFICO ESCOGITATO DAGLI ADULTI AI ACQUA TRAVERSE ~~CHE~~ ~~HO~~ CONSISTE NEL RAPIMENTO E NELLA RICHIESTA DI UN RISCATTO ATTORNO A FILIPPO, IL BAMBINO TROVATO DA MICHELE NEL BUCO.

PER CONCLUDERE, IL RUOLO DEI PERSONAGGI ~~FEM~~ FEM CARATTERISTICHE MINILI IN "IO NON HO PAURA" É DEFINIRE LE ~~QUALITÀ~~ DEL PERSONAGGIO.

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Examiner Comments

The candidate displayed a very good understanding of the question together with a good knowledge and understanding of the novel.
They state from the introduction that there is a limited number of female characters in the novel so as to highlight their secondary role in the society in southern Italy at the time.
The role of each female character is then considered so as to highlight Michele's virtues and basically to fully define his character.
Organisation and development are very good, as there is a clear introduction which outlines the secondary role of women, followed by an analysis of each female charcater and their role in the novel resulting in a clear conclusion which recaps the main points of the essay.
Language is extremely good, as it is fluent, varied and accurate.

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Examiner Tip

In order to produce very good essays like this one, candidates must have first of all a detailed knowledge of their chosen topic; secondly they should always stay focused on the question set. They should plan their essay with the question in mind and never lose sight of it, so as to include only relevant material and to organise it logically and effectively.

Paper Summary

This year this unit produced some pleasing results, with the mean mark being similar to last year.

The translation appeared to be accessible to most candidates who had been entered at the appropriate level.

All of the Creative and Discursive essays appealed to a number of candidates, with a great variety of answers and a good spread across the various questions. Most candidates opted for the Discursive essays this year, with the majority choosing Q02f, but all questions elicited some responses.

The Research Based essay displayed some good analytical responses which showed extensive research. All-in-all candidates appeared to be well prepared for the demands of these questions, especially Q03a and Q03d, and there have been many instances of candidates producing good essays and displaying good knowledge and research on their chosen topic. Unfortunately, some issues still remain with this section, due to an unsuitable choice of topics with no relevance to Italy, or pre-learnt essays which did not address the questions set, although this seems to have been less of a problem this year. Candidates and centres are reminded that they need to choose a topic which belongs to one of the four main areas of research or has to refer to Italian culture and society.

In terms of language, standards have been quite varied, with some very pleasing results at times. Candidates sometimes struggled when there was a lack of topic-specific vocabulary but overall the lexis was sound and fairly accurately spelt. There were generally some attempts at using more complex structures, like the subjunctive (at times misused) and periodo ipotetico. Accuracy is always variable, with verb conjugation, prepositions, articles and agreements being the most common mistakes, but on the whole language appeared pleasingly accurate.

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

Question 1
Candidates are reminded to read the passage through carefully – do not rush to start until you understand the passage as a whole and have analysed the language.
They should not leave gaps.
They should also pay attention to details and check their work thoroughly for verb forms, endings, agreements, spelling.

Question 2
Candidates should:
Concentrate on the title.
Plan work carefully.
Make sure they have enough knowledge of their chosen topic.
Have topic specific vocabulary.
Attempt some more complex structures.
Stick to the word count.
Check their work for grammar mistakes (agreements, verb forms, endings, spelling).

Question 3
Candidates should:
Make sure that their chosen topic refers to Italy.
Carry out some proper research.
Address the title.
Be concise – bear in mind the word count.
Plan work carefully.
Check their language at the end.

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