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Examiners' Report
June 2011

GCE Italian 6IN02 01

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Introduction

Italian 6IN02: Listening, Reading and Writing

Section A: Listening

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

Assessment principles

Up to 20 marks are awarded 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 mainly in Italian.

Assessment principles

Up to 20 marks are awarded positively for correct information retrieved and conveyed in response to target-language and English-language questions. 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 an extract from a newspaper article about young people.

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 "*Giovani e obesità*".

It was well answered by the majority of candidates, most of whom scored at least three of the four marks available.

Item iii was found to be the most challenging, with a number of candidates going for "*la cultura mediterranea*" rather than "*l'abbandono della dieta mediterranea*"

Question 2 required candidates to select four correct statements from a list of eight. The extract was about a man who shot at his computer. Most candidates were able to choose at least three of the correct statements and only the very weak ones did not manage more than two. There was no clear pattern of wrong answers, although some candidates seemed to favour the idea that Mr Durello might have shot his neighbours or was illegally in possession of a fire arm.

Question 3a

Question 3 was in the form of a gap filling exercise with words or numbers to be chosen from a given pool.

For item (a) there were a few wrong answers from candidates who failed to differentiate between 260 and 270.

Question 3b

Item 3b was the one which totalled the higher number of wrong answers. It was nevertheless pleasing to note that candidates had paid attention to grammatical details, as the wrong answer was almost invariably "*studiare*" instead of "*cercare*"

Question 3c

Item 3c was answered correctly by 96% of the candidates.

Question 3d

Item 3d was answered correctly by 99% of the candidates.

The whole of question 3 was found more accessible than intended, with most candidates scoring all available marks and weaker candidates often managing to score more than two.

Question 4

This question was completed fairly successfully over all, with a good spread of marks. Able candidates scored 7 or 8 marks and lessable candidates seldom managed to score more than 2. Average candidates often struggled to produce verbs in the correct tense (past) for answers 4a and 4b, and for 4c were unable to transmit the concept of her interest in theatre coming from her parents. "I suoi genitori" was not considered sufficient for the mark, but approximate renditions were accepted for the concept of "thanks to her parents". This lenient marking, done with the best of intentions, may have failed to adequately reward the candidates who understood the concept and were clearly able to convey it. The same could be said of 4e.

For 4g, 'toccano la vita privata' on its own was not considered sufficient for the mark. Candidates should be trained to answer the question and not just provide what they think may be the targeted information.

This is an example of a candidate struggling to produce verbs in the correct tense (past) for answers 4a and 4b.

(a) In che senso Martina ha perso una parte della sua giovinezza?	(1)
Non ha il tempo per se stessa.	
(b) Come è cambiata la sua vita dopo il primo film?	(2)
Ha l'opportunità viaggiare. È stata a Roma ed anche adesso lei sa i registi importanti.	
(c) Come è arrivata Martina ad amare il teatro?	(1)
Era la sua prima passione. I suoi genitori si hanno fatto conoscerlo ed apprezzarlo.	



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Examiner Comments

- (a) The candidate answers in the present tense but the question referred to Martina's youth and requires a past tense in the answer.
- (b) This question should also have been answered with a past tense. In this particular case it was possible to give the benefit of the doubt as the items that the candidate chose to illustrate the changes following Martina's first film presumably still apply to her present life.
- (c) The answer shows some evidence of comprehension in spite of the lack of familiarity with personal pronouns.



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Examiner Tip

Candidate should be made aware of the importance of reading the question carefully in order to decide what tense to use in their answers

This is the effort of a seemingly good candidate who, nevertheless, failed to score on 4e and 4e.

Both answers are incomplete and it is difficult to say whether it was lack of comprehension or the candidate assuming that what was not stated was obvious enough.

(a) In che senso Martina ha perso una parte della sua giovinezza? (1)

~~Si sente~~ Aveva cominciato da quando aveva 15 anni
si sente triste perché non
a vissuto (2) l'adolescenza

(b) Come è cambiata la sua vita dopo il primo film? (1)

gli ha dato popolarità, ha potuto viaggiare,
~~cross-fests~~
~~e come~~ trasferirsi a Roma, e conosciuto
registri importanti

(c) Come è arrivata Martina ad amare il teatro? (1)

lo hanno fatto apprezzare e conoscere i suoi genitori

(d) Che cosa pensa della televisione? (1)

la televisione è un mezzo di comunicazione
fortissimo

(e) Perché Martina si sente realizzata? (1)

Perché non capita a tutti

(f) Chi trova particolarmente irritanti? (1)

I fotografi

(g) Perché qualche volta si sente ferita? (1)

Quando toccano la sua vita privata si sente
ferita

(Total for Question 4 = 8 marks)



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Examiner Comments

4a contains elements of two possible correct answers but neither of them is complete:

Lavora nello spettacolo

da quando aveva 15 anni; non ha vissuto l'adolescenza **come i suoi coetanei**.

4e: "perché non capita a tutti..." what?



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Examiner Tip

The candidate obviously identified the place in the extract where the targeted information was but should have realised that the answers were not full and should have concentrated on the missing details.

Question 5

This question was intended to offer a gentle introduction to the reading section.

The majority of candidates got at least 4 of the 5 marks available. The lessable candidates struggled with items (iv) and (v).

Question 6

This was the most straightforward of all the comprehension tasks and generally posed few problems for all but the very lessable candidates. There was occasional misunderstanding of "lattine" (translated as milk cartons by a small number of candidates) and a more significant minority failed to recognise the idea of the future in question 6d.

In 6b the most confident candidates provided the expected answer (you get a free cup of coffee) whilst others chose to translate "si entra nel bar e si gusta un buon caffè". This was sympathetically accepted as a correct answer but candidates who wrote in **a** bar instead of in **the** bar lost the mark.

This is an example of accepted answer for (b)

(b) What happens when you have recycled 30 items?

You go into the bar and you can have a coffee. (1)



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Examiner Comments

We would have expected candidates to answer "you get a free coffee", but the answer this candidate provided does actually answer the question with the correct information.

An example of answer to (b) which was not accepted.

(b) What happens when you have recycled 30 items?

You go to a bar and have taste a good coffee. (1)



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Examiner Comments

Changin the definite to indefinite article implies that you could go to any bar and claim a cup of coffee, which is actually not the case.

This is an example of wrong answer because of wrong tense.

(d) What suggests that this has been a successful initiative?

There are 12 machines have been installed in other cities, such as Roma and Genova.



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Examiner Comments

The candidate states that 12 machines **have been** installed in other cities, whereas the text says they **will be** installed in the near future.

Question 7

There are two skills needed to score highly in this question and whilst many candidates possessed competent comprehension skills and could therefore identify the correct piece of information from the passage, they were less adept at using their own words in the answers. Vital marks were lost by candidates who lifted whole answers from the text, without manipulating them in any way.

A small change (from "la possibilità di ripetere" to "si può ripetere" would be sufficient).

In terms of comprehension, questions 7a and 7e were most challenging. Candidates failed to identify the reasons for Erasmus students choosing Italy and in 7e cited "le mense" as a reason for exam success. Points were lost in 7g by candidates who merely repeated the notion that it had been a positive experience for 75% of interviewees but failed to mention that they **wished to return to Italy**.

This response to question 7 contains several examples of marks lost because the candidate lifted verbatim from the text

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

(a) Perché molti studenti europei scelgono di studiare in una università italiana?

(1)

Perché che la qualità delle università, le bellezze artistiche e i paesaggi.

(b) Quale problema ha incontrato l'83% degli studenti intervistati?

(1)

83% dichiara di spendere di più in Italia rispetto al proprio paese.

(c) A parte il costo, perché può essere difficile trovare un buon alloggio?

(1)

A causa del prezzo elevato e le cattive condizioni degli edifici.

(g) Che cosa indica che l'esperienza in Italia degli studenti Erasmus è stata positiva?

(1)

75% degli intervistati ritiene che il loro soggiorno in Italia sia stata un'esperienza positiva e tornerebbe in Italia.

(Total for Question 7 = 10 marks)



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(a) the only attempt at manipulating the language is changing the word order. Even so, the final result is not a coherent answer to the question.

(b) is lifted verbatim

(c) The candidate lifts from the text even information about the cost, which the question specifically excludes from the answer "A parte il costo..." / "A causa del prezzo elevato"

(g) this answer too is lifted verbatim



ResultsPlus Examiner Tip

(a) the only attempt at manipulating the language is changing the word order. Even so, the final result is not a coherent answer to the question.

(b) is lifted verbatim

(c) The candidate lifts from the text even information about the cost, which the question specifically excludes from the answer "A parte il costo..." / "A causa del prezzo elevato"

(g) this answer too is lifted verbatim

This is an example of good manipulation of the text.

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

(a) Perché molti studenti europei scelgono di studiare in una università italiana?

(1)

Perché a loro piacciono le bellezze artistiche e i paesaggi italiani

(b) Quale problema ha incontrato l'83% degli studenti intervistati?

(1)

I soldi - spendono di più in Italia rispetto al proprio Paese (quello di cui sono abitanti).

(c) A parte il costo, perché può essere difficile trovare un buon alloggio?

(1)

Perché le condizioni degli edifici sono cattive e spesso non c'è un contratto ufficiale scritto.

(g) Che cosa indica che l'esperienza in Italia degli studenti Erasmus è stata positiva?

(1)

I risultati del sondaggio che indica che il 75% degli intervistati sono stati contenti con la loro esperienza e lo farebbero di nuovo.



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Examiner Comments

(a): The candidate uses the information from the text to provide a coherent answer to the question.

(b): "dichiara di spendere" would not really answer the question. Changing it to "spendono" makes it relevant to the question and acceptable as there is (only just) sufficient manipulation to qualify as "con parole tue".

(c) and (g): good rephrasing of the text.



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Examiner Tip

A comparison of these answers with the ones given by the previous candidate makes it clear what candidates should or should not do.

Question 8

Predictably, this question produced the widest spread of marks, distributing candidate's performances across almost the entire range of marks available. The most successful candidates were those who were able to respond fully and intelligently to the question within the word limit and whose language, whilst not necessarily being perfect, used a range of vocabulary, sequencing language and more complex linguistic devices. Native or near native speakers may be at an advantage on quality of language but candidates who had clearly been taught a range of "essay writing" techniques produced a more coherent and readable effort and were able to access top marks for content. A large number of candidates failed to include an introduction of any sort or to conclude their work, however briefly. Sadly, many candidates wrote essays that were too long and could not be credited for some good ideas which were presented well beyond the word limit.

Candidates were, on the whole, able to respond in some way to the first and last bullet point, recounting a recent purchase and identifying dreams of young people and in particular their own. The middle two bullet points were more likely to be misinterpreted. A number of essays tackled "*se è giusto che gli adolescent si fanno comprare tutto ...*" instead of "*se è vero...*" and while they were still credited for their response, it was not quite the same thing. Again in response to the third bullet point, the second part of the question "*perché sono criticati*" was interpreted in different ways. Some candidates chose to suggest examples of behaviour that leads to the criticism of young people (vandalism, drunkenness etc), whilst others identified the generation gap as a reason for continued and unfounded criticism of young people. Some had the same theme of money running through to this bullet point and said that young people are criticised because of their attitude to money and wanting things without working for them.

There were, however, candidates who responded fully and thoughtfully to all four bullet points and produced a well structured and coherent piece of work which made for easy and interesting reading.

A significant number of candidates were unable to conjugate verbs correctly in any tense, could not agree adjectives and seem to guess genders, articles and plural forms for nouns. On the other hand, there were also some very impressive efforts indeed. A very good command of complex grammar, a wide range of vocabulary and a use of some sophisticated linking phrases made some essays a pleasure to read.

Candidates, especially if they are native or near native speakers, should be encouraged to take into account the formal nature of the task they are undertaking and the language register it requires: excessively colloquial or unconventional language has no place in a letter to a newspaper!

This answer highlights two of the points mentioned in the introduction: the correct format and the adverse effect of not keeping to the word count.

Salve, mi chiamo Sarusan e ho da poco compiuto 18 anni. Anche io ho comprato con i miei soldi un telefono cellulare l'anno scorso. I soldi me li sono procurati aiutando un amico di mio padre a raccogliere pere e pomodori durante l'estate. Non ricercando la paghetta, perché i miei genitori dicevano che non ne avevano avuto bisogno, non ho avuto molto da comprare con i miei soldi se non per per il mio compleanno dove spendevo subito tutti i soldi in dolci.

Per quanto riguarda il fatto degli adolescenti che si fanno comprare tutto dai genitori, io penso che sia in parte vero perché anch'io ho dovuto chiedere di comprarmi certe cose molto costose come il portatile. ^{Ma} Molti miei amici invece ricercano la maggior parte delle cose senza nemmeno chiederle: per esempio vestiti nuovi, videogiochi ecc.

Alcuni invece vanno a lavorare e, con i loro guadagni, si comprano le cose essenziali (come un deodorante).

I giovani che vengono criticati oggi giorno per ogni cosa che fanno. Recentemente ho letto un'articolo in cui il giornalista definiva gli adolescenti come "bamboccioni" solo perché durante le vacanze se ne stanno a casa a non fare niente. Io invece penso che dopo un'anno scolastico come quella in Italia dove si studia per tre quarti dell'anno tutti gli studenti meritino un riposo di 3 mesi.

Nella nostra generazione ^{penso che} i ragazzi non vengono stimolati abbastanza dai genitori per trovare un corso che porti ad un lavoro decente. Ecco perché molti dei sogni del loro futuro come essere un avvocato, medico e suonare in un gruppo musicale non vengono esauditi.

In conclusione ~~non~~ è uno dei miei sogni nel cassetto è quello di diventare un famoso dottore, pur sapendo che ho ancora tanta strada da fare mi impegnerò moltissimo nell'esaudire questa mia sogno proprio come molti adolescenti come me³⁰³.



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Examiner Comments

The candidate sets the context by making direct reference to the stimulus. This is an adequate form of introduction. It needn't be: "Dear Editor, with reference to the letter you published...". What the candidate does is to acknowledge the stimulus material and to refer back to it when she tackles a new bullet point. This is different from tackling the four bullet points as four separate entities, without any attempt to set them into some kind of context.

Unfortunately the candidate gets carried away and writes well over the word limit. He/she just about manages to introduce the forth bullet point but its development and the attempted conclusion cannot be credited. This makes the task almost "successfully developed". A little less verbosity would have made it "fully grasped and well developed": enough for access to the top box.

Communication is very good . This could have been a comfortable A performance but the candidate might have just missed the grade because of the content which could not be credited.



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Examiner Tip

Candidate should be aware of the importance of adhering to the word count. This candidate actually counted the words and indicated the total at the end. The next step should have been identifying sections which could be deleted in order to complete the task within the word limit.

This is another candidate who may have missed the target because of lack of concision.

Per le vacanze di estate, ho comprato il mio biglietto per andare in vacanza con una amica. Per guardarmi gli soldi ho trovato un lavoro in un negozio di ~~es~~ moda molto vicino la mia casa. Lavoro venerdì notte e sabato giorno e questo vuol dire che prendo 80 sterline alla settimana. Il volo mi ha costato 300 sterline e ho dovuto lavorare ^{supplimenti} quattro settimane per prendere gli soldi. Sono sentita molto felice a prendere soldi tutti miei e che ho pagato per una vacanza tutta da sola!

Come un giovane di 17 anni, io penso che non è vero che gli adolescenti si fanno comprare tutto dai genitori: però vedo perché ~~che~~ molto discorso su questo ~~se~~ argomento. Quando avevo 14 anni, non pagavo mai per le cose come vestiti e telefoni

ma adesso che sono più grande e ho ~~ho~~ lavoro, vedo l'importanza di guadagnare il soldi prima che sei 18 anni e lasci scuola e entri nel mondo del lavoro. Per i ragazzi meno di 16 anni, è difficile a trovare lavoro perché sono troppo giovani e per questo, i genitori devono contare però non come dare gli soldi quando il figli hanno bisogno ma ha fare i figli aiutare in casa o giardino e guardarsene gli soldi in ~~quel~~ ^{modo} ~~modo~~.

Non sono molto d'accordo che ~~gi~~ i giovani sono sempre criticati perché il governo guarda ~~si~~ i giovani come un grande gruppo e non guardano mai a li individuali. Ho capito perché sono stati criticati - ce molta droga, ~~sono~~ e casino che succede con i giovani e molti problemi nella società e causa degli giovani difficili. Però il governo deve guardare li individuali che aiutano il comune, hanno lavori, vivono da soli e studiano con un sogno de avere un buono lavoro.

Tanti giovani sognano di prendere buoni voti a scuola andare a università e prendere un buon lavoro.

Per l'atri giovani, hanno un sogno di avere una famiglia e per questo lasciano scuola e vano nel mondo di lavoro subitamente per guardarne soldi per una famiglia. Tutti ~~gi~~ i giovani hanno un sogno ma in questo giorno e questa società sta diventere

più difficile per questi sogni ha essere stati fatti veri. Il problemi sono cose come soldi. In questo mondo, giovani sono limitè perché hanno pochi soldi quando lasciano scuola. Un'altra difficoltà e trovare lavoro. Perché ~~che~~ stato una recessione, tanti lavori sono stati persi e adesso e molto difficile a trovare il lavoro che i giovani hanno sognato e devono cambiare a un'altra professione. Il mio sogno e sempre stato ha prendere ~~buoni~~ buoni voti in arte, psicologia e italiano e con quello

voglio andare a università a studiare la storia delle arte. Però, prima della università mi piacerebbe fare un anno fuori della educazione e con una amica, volero viaggiare una parte del mondo. Non sono ancora decisa, ma mi piace molto la Australia e posti come India e Cambogia. Penso che è un tempo giusto di viaggiare perché sono ancora giovane e quando sono più grande harò figli e un lavoro e non avrò la opportunità di viaggiare. Dopo quattro mesi di viaggio, andrò a Londra e Milano e faccio lavoro nella gallerie e organizzazioni delle arte. Dopo questo anno, completerò ~~per~~ quattro anni alla università e quando quello è finito trovo un lavoro e prendo una casa in città. Non so ancora quale lavoro proprio voglio fare ma so che è assolutamente

con l'arte. Sarà ~~per~~ cinque anni difficili perché non avrò tanti soldi però spero che con i buoni voti a l'università prenderò un buon lavoro che paga tanto e anche in questo ultimo anno di scuola lavoro molto per guardarne tanti soldi per i quattro mesi di ~~viaggio~~ viaggio. Per fine, io credo che è molto importante che gli giovani sono stati ascoltati di più per ~~per~~ noi siamo la prossima generazione e questo mondo sarà stato controllato da noi. Tutti giovani hanno un sogno e

*è importante che il governo veda questo e che fa
tutto che possono per fare gli sogni diventare veri.
Al fine del giorno, il mondo è nelle nostre mani!!!*



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Examiner Comments

The candidate starts by answering the first bullet point without any sort of introduction, but the real issue here is that the candidate used well over half of the allowed number of words to deal with one single bullet point (the second). This results in unbalanced development, irrelevance and omissions as the material presented after the word limit cannot be taken into consideration.



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Examiner Tip

It is important to plan the essay carefully so that the ideas can be developed in a balanced way, within the word limit.

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, to have practice in 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 to 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 is set a context, takes account 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 even more essential now that answers are marked on line.

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