

Examiners' Report
June 2014

GCSE 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. One question tests the candidates' ability to transfer meaning from Italian into 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 an extract from a newspaper article about physical exercise.

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 the TV programme "*L'apprendista*".

It was well answered by the majority of candidates. Less able candidates found (iv) to be rather challenging, but even a few more able candidates did not understand "*lavorare in proprio*" and answered A, having been taken in by the word '*azienda*' without paying enough attention to the word "*mia*".

Question 2 was about "*Italiani e telefonini*". Candidates were required to select four correct statements from a list of eight. C and E were the most frequent incorrect answers.

Question 3 (a)

Question 3 was about lunch break in Italy. 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. It was pleasing to notice that very few marks were lost over incorrect spellings and that even wrong answers revealed in most cases there was attention to grammatical details.

3(a) was found to be the most challenging gap to fill, with over half the less able candidates choosing "*deciso*" in preference to "*smesso*".

Question 3 (b)

3(b) was well answered by most candidates.

Question 3 (c)

3(c) was well understood and answered by the majority of candidates, but weaker ones often succumbed to the idea of choosing *cibi più "squisiti"* rather than "*salutari*".

Question 3 (d)

3(d) was well understood and answered by the majority of candidates. The feeling is that less able candidates answered this question through mere guess work.

Question 4

This question was about an interview with a man who left his job twice to go travelling and wrote a book about it. It provided the expected spread of marks, with able candidates scoring 7 or 8 marks and weaker candidates seldom managing to score more than 2.

4(a) was generally well answered although some candidates failed to give the detail required about Riccardo leaving his job.

4(b) a surprising number of candidates proved they couldn't spell *Inghilterra* or even *Stati Uniti*. Understandable attempts were nonetheless accepted. Many candidates lost the mark for this question by answering "*Londra*" rather than "*Inghilterra*", proving that they didn't read the question carefully.

4(c) too many candidates were not able to produce the expected verb form "*aveva*". Perhaps through excess of sympathy the perfect tense was accepted as well as the imperfect, but the use of the present tense or a verb conjugated in the wrong person cost candidates the mark.

4(d) was generally well answered.

4(e) the targeted information was probably understood by most candidates but a few of them did not make the verb third person and wrote "*per essere libero di fare quello che volevo*". Ironically, the targeted information was the idea of wanting to be free and "to do what he wanted" was only an optional addition.

4(f) some candidates struggled to render the idea that 'he shouldn't have returned so soon' and produced convoluted, often unclear answers. Some candidates failed to convey the idea of Riccardo coming back too soon.

4(g) most candidates were able to convey the idea that Riccardo's book could help other people, but did not understand or couldn't convey the idea that his experiences had helped his friend in the first instance, thus only scoring one of the two marks available.

This is the response of a strong candidate, who unfortunately loses 25% of the marks available through lack of attention to details.

Brano 4 – Intervista a Riccardo Caserini, autore di “Mollo tutto e parto”

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

(a) Perché Riccardo Caserini può essere definito coraggioso?

(1)

Perché ha smesso di lavorare per andare a viaggiare due volte.

(b) Quali **due** Paesi ha visitato durante il primo viaggio?

(1)

Gli Stati Uniti e Londra

(c) Perché non ha dovuto lavorare nel suo secondo viaggio?

(1)

Perché aveva più soldi in confronto alla prima volta

(d) Quanto è durata ciascuna delle due esperienze?

(1)

Più o meno un anno

(e) Perché non ha voluto organizzarsi troppo prima di partire?

(1)

Perché voleva essere libero di fare quello che volevo

(f) Perché ha trovato difficile il rientro la prima volta?

(1)

Perché crede di essere ri-entrato troppo presto

(g) Perché il suo amico lo ha spinto a scrivere il libro?

Fornisci **due** particolari.

(2)

*Il suo amico gli ha detto che la sua esperienza e le sue
parole gli erano state molto d'aiuto. Crede che potrebbero
aiutare altri.*

(Total for Question 4 = 8 marks)

TOTAL FOR SECTION A = 20 MARKS



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Examiner Comments

In question b) the candidate doesn't consider the fact the question asks for "due Paesi" and answers "Londra" instead of Inghilterra.

The candidate doesn't give the impression of struggling with the language, yet in answer to question e) he/she produces the wrong verb form, losing the mark. Another unfortunate oversight?

To the candidate's credit, here we have one of the few well worded answers to question g)



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Examiner Tip

Read the questions carefully. Check your answers for accuracy.

Brano 4 – Intervista a Riccardo Caserini, autore di "Mollo tutto e parto"

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

(a) Perché Riccardo Caserini può essere definito coraggioso?

(1)

Ha lasciato il suo lavoro stabile e ben pagato per andare a viaggiare, per due volte.

(b) Quali **due** Paesi ha visitato durante il primo viaggio?

(1)

Stati Uniti e Londra.

(c) Perché non ha dovuto lavorare nel suo secondo viaggio?

(1)

Aveva più soldi perciò è andato a trovare.

(d) Quanto è durata ciascuna delle due esperienze?

(1)

Un anno.

(e) Perché non ha voluto organizzarsi troppo prima di partire?

(1)

Perché in questo modo, era più libero di fare quello che voleva fare.

(f) Perché ha trovato difficile il rientro la prima volta?

(1)

Non si sentiva pronto; non doveva rientrare così presto.

(g) Perché il suo amico lo ha spinto a scrivere il libro? Fornisci **due** particolari.

(2)

Le sue esperienze e parole erano di grande aiuto e potevano aiutare altre persone;

(Total for Question 4 = 8 marks)

TOTAL FOR SECTION A = 20 MARKS



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Examiner Comments

For question b) please see comment to previous clip.

Answer to question g) gives the same information twice rather than supplying two details: being of great help and being able to help other people is basically a reiteration of the same concept. The candidate should have realised that and looked carefully for what the second (or the first in fact) detail could be. The addition of the right pronoun would have scored the mark.



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Examiner Tip

Again, reading questions carefully and checking that they are answered

Question 6

Question 5 was based on the statements of five people talking about new versus second hand school books. It was intended to be an easy lead-in to the reading section and it worked that way. Almost the entire cohort was able to score full marks on it.

Question 6 was based on a passage about *La Banca del Tempo*.

The main ingredient for successful answers to Q 6 is, once again, attention to details. The task is straightforward comprehension, with answers in English: no need for rephrasing; only conveying the information in what is supposedly the candidate's dominant language.

6(a) was answered successfully by the vast majority of candidates. Quite a few candidates added unnecessary details about how the time was used, but this did not affect the score.

6(b) most candidates understood the idea that members received a credit but not all specified that it was towards a service **they needed/required**. The mark was not awarded in the absence of this detail.

6(c) was by far the most challenging question and it really did cream off top ability candidates. Many failed to grasp the concept of matching supply and demand and those who did found it difficult to express it. Some candidates managed to score through long-winded answers whilst others lost the mark through mistranslation of the word "*domanda*".

6(d) was generally well answered in spite of a double challenge: understanding that Carlo didn't mend Mary's bike (or do her gardening!) and being able to render in English the idea of "having her bike mended". Some candidates got away with "somebody will mend her bike", which was obviously an acceptable answer.

6(e) produced a variety of quite creative interpretations. Some candidates did not understand the meaning of 'una rete'. Candidates needed to include the key concept of a 'network of human relationships'. The mark was given to candidates who, having failed to express the idea of network, went on to say about society often leaving people feeling isolated. This response and the next show how two candidates managed to cope with the challenging question c) without using "matching supply and demand, but still conveying the meaning adequately.

(a) What 'currency' does this 'bank' deal in?

(1)

It deals with hours given helping others.

(b) How are members rewarded for the services they offer?

(1)

~~For every hour given by a member they are given~~
one hour of help in things they want for every hour they have given.

(c) How exactly does the 'bank' help its members benefit from its services?

(1)

It organizes the exchange of services.

(d) From which service will Mary benefit in return for teaching English to Carlo?

(1)

She will have someone fix her bike.

(e) Which social benefit does the 'bank' provide?

(1)

It allows people to socialize in a

(Total for Question 6 = 5 marks)



ResultsPlus Examiner Comments

Question c) is answered rather concisely and effectively

Question e) is a little too vague and doesn't score the mark.

Attention to detail.

Good coping strategy, though.

The candidate appears to have understood the text but doesn't seem to find it easy to transfer the meaning into English.

(a) What 'currency' does this 'bank' deal in?

(1)

HOURS

(b) How are members rewarded for the services they offer?

Recieve a credit, which allows them to buy an hour of a service they need

(c) How exactly does the 'bank' help its members benefit from its services?

it helps link services people require with offers of services between the members. (1)

(d) From which service will Mary benefit in return for teaching English to Carlo?

Having someone fix her bike. (1)

(e) Which social benefit does the 'bank' provide?

creates a line of relationships⁽¹⁾ in societies becoming isolated.

(Total for Question 6 = 5 marks)



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Examiner Comments

Q a) & d) have been understood and the meaning adequately conveyed.

Q c) shows a good example of getting round to the difficulty in expressing the concept of matching supply and demand. In spite of being wordy, the answer conveys the required information.

Q e) unfortunately isn't really clear.



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Examiner Tip

When writing an answer in English, make sure it makes sense.

Question 7

Question 7 was based on a passage about cyber bullying.

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. Two categories of candidates lose marks because of this: those for whom manipulation is beyond them and those who are not aware that it is required. This is often the case of candidates who enter the exam without specific preparation.

7(a) was generally well answered, especially were candidates successfully manipulated '*le scritte sui muri*'. Those who chose '*le voci malevoli*' often showed lack of comprehension, rephrasing it as 'shouting insults'.

7(b) was very well answered, with only few candidates lifting from the text. Many candidates found it difficult to manipulate the verb and tried to omit it.

7(c) was very well answered. There were a few candidates who lost the mark because they failed to refer to the **stress/anxiety/fear** of exams. Many showed inability to translate "because of".

7(d) required inference and a good deal of manipulation. The contrast real/virtual life was often not fully understood or adequately conveyed.

7(e) many candidates failed to use a verb or to specify what the '*guida*' was about. Some missed the idea of a guide altogether and wrote about limiting the use of technology or mobile phone, which was required in 7(f).

7(f) was generally well answered, although there were many examples of lifting/ borderline lifting, where candidates picked out and collated parts of the sentences in the text. Some candidates lost a mark for writing 'banning' instead of 'limiting'.

7(g) required the candidate to make clear that bullying should be reported by using a **dedicated/free** number and most candidates successfully included this.

7(h) most candidates were able to manipulate the text sufficiently for a correct response. A mixed performance from a candidate who manages to score on the most challenging question, then loses marks on straightforward questions.

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

(a) I "bulli" tradizionali come attaccavano le loro vittime? Fornisci un esempio.

scrivevano sui muri ~~della vittima~~ parlando della vittima. (1)

~~o dicevano parole brutte a la vittima~~

(b) In che cosa consiste il cyberbullismo? Fornisci due esempi.

mandare messaggi molevoli ^{o offensivi} con SMS, o (2)

~~ricevere telefonate sul internet~~

mettendo video imbarazzanti della vittima sul internet.

(c) Perché nell'ultimo anno di scuola gli studenti possono diventare aggressivi?

(1)

perche dello stress •

(d) Perché alcuni giovani non si rendono conto che un comportamento aggressivo online può avere conseguenze nella vita reale?

Perché i videogiochi violenti gli fanno sentire ⁽¹⁾
se come ciò che fanno ^{online} non può avere ~~un effetto~~
nella vita reale.

(e) Quale iniziativa ha preso il Ministero della Pubblica Istruzione?

ha pubblicato una guida sul cyberbullismo. ⁽¹⁾

(f) Secondo il Ministero, come possono le scuole contribuire a risolvere il problema?
Fornisci **due** dettagli.

Essere più severo nel limitare l'uso di telefoni e videofoni.
Controllare attentamente l'accesso a siti web. ⁽²⁾

(g) Come si possono denunciare gli episodi di bullismo o di cyberbullismo?

Chiamare un numero ^{di telefono} gratuito creato per denunciare il
cyberbullismo ⁽¹⁾

(h) Come dovrebbero i genitori aiutare la scuola a combattere il cyberbullismo?

posson controllare l'attività dei loro figli ⁽¹⁾

(Total for Question 7 = 10 marks)

TOTAL FOR SECTION B = 20 MARKS



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Examiner Comments

7(a) correct answer with correct verb form too!

7(b) not the best wording but enough manipulation of the text to score both marks

7(c) one of the many answers showing inability to translate "because of". The mark was lost for a different reason, through the omission of a reference to exams.

7(d) a good answer to a difficult question.

7(f) cannot be credited as it is lifted verbatim from the text. Had the candidate paid more attention to the question and tried to answer 'come possono...' he/she would have avoided the straight lift.

7(h) the mark was lost because of an omission of a crucial detail (**online**)



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Examiner Tip

Include in your answer all relevant details (exams, online)

Generally questions cannot be answered through a straight lift, and more attention to the wording of the questions would point towards some manipulation of the text.

A good answer. Only one mark lost and that was for the most challenging question

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

(a) I "bulli" tradizionali come attaccavano le loro vittime? Fornisci **un** esempio.

(1)

~~Scrivono~~ Scrivevano sui muri sulla vittima.

(b) In che cosa consiste il cyberbullismo? Fornisci **due** esempi.

(2)

Il cyberbullismo può ~~non~~ essere quando i ragazzi mettono video imbarazzanti della vittima su YouTube. ~~Altri~~ Inoltre, mandano SMS offensivi alla vittima.

(c) Perché nell'ultimo anno di scuola gli studenti possono diventare aggressivi?

(1)

Perché gli esami causano molto stress e paura, che ~~questo~~ si traducono in violenza verso i compagni più deboli.

(d) Perché alcuni giovani non si rendono conto che un comportamento aggressivo online può avere conseguenze nella vita reale? (1)

Perché ~~alcuni~~ amano i videogiochi violenti, ~~ma~~

(e) Quale iniziativa ha preso il Ministero della Pubblica Istruzione? (1)

Ha pubblicato una guida sul cyberbullismo.

(f) Secondo il Ministero, come possono le scuole contribuire a risolvere il problema? Fornisci **due** dettagli. (2)

- Devono - Possono limitare l'uso di telefonini/videofonini

- Controllare l'accesso ai siti web, impedendo che visitano i siti che contengono materiale pericoloso.

(g) Come si possono denunciare gli episodi di bullismo o di cyberbullismo? (1)

scuole e famiglie possono chiamare un numero di telefono gratuito.

(h) Come dovrebbero i genitori aiutare la scuola a combattere il cyberbullismo? (1)

Dovrebbero controllare l'attività online dei propri figli.

(Total for Question 7 = 10 marks)

TOTAL FOR SECTION B = 20 MARKS



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Examiner Comments

7(b) correct answer with enough manipulation of the text

7(c) could have been more concise, however it is a good paraphrase of the text

7(d) a very frequent answer which, unfortunately doesn't clearly make the point required

7(f) having started with 'Possono' the candidate avoids straight lifting. The second part of the answer contains some paraphrasing which insures the credit. Without it, it might have lost the credit. Having started the second part of the answer with a dash, it becomes debatable whether it can still be linked to the initial 'Possono'. Repeating the verb or even adding an 'or' could have been sufficient even without paraphrasing.



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Examiner Tip

Conclusions can be drawn from the comment.

Question 8

Question 8 is normally the question which produces the widest spread of marks, distributing candidates' performances across almost the entire range of marks available, although marks in the top box for content were perhaps fewer than in the last series. It is difficult to say whether more people failed to adhere to the word count, but it can safely be said that there was not enough planning. Most candidates used the bullet points to structure their essays coherently, but lack of planning often meant that the last bullet point was a rushed response within the few remaining words of the word count, when it was not beyond it. The writing was based on an article about gender stereotypes in household chores, leading candidates to also explore the wider issues of stereotypes and gender equality in the workplace. Bullet point 1 asked for the immediate reaction to Renata's answer.

Most candidates were able to produce an articulate response to this, mostly agreeing with Renata. Some went on stating the importance of being a family and working together sharing home duties, tasks and responsibilities. Quite a lot of candidates lingered on this part of the essay, which took up a sizeable amount of their word count.

Bullet point 2 asked how the candidates contribute to household chores. Many candidates gave an unimaginative list of chores, in typical GCSE style, to the point of including what they did last week, what they will do next week and what they would do if they could. Stronger candidates managed to rise above this level and include more original ideas with opinions and details. Some decided to give detailed accounts of the roles of everyone in the family, which ate into their word count and was not particularly relevant.

Bullet point 3 asked how children can be encouraged to help around the house. Many candidates chose their answers on ideas generally related to offering rewards and imposing sanctions. Some suggested that an element of fun could be introduced. Stronger candidates were able to articulate more complex ideas, suggesting that example, persuasion and communication may be more effective and arguing that rewards and sanctions could be educationally counterproductive.

Bullet point 4 was about gender stereotyping in the workplace. This was sometimes not fully understood, with candidates thinking of household chores again. Some candidates managed to make some intelligent remarks about discrimination still existing in jobs and pay and much remaining to be done in order to achieve equality. Unfortunately this was often cut short due to reaching the word limit. In fact the best responses to this bullet point were not credited as they came after the word limit was reached.

In terms of the language, there was the complete range of performances from poor range and inaccurate language to 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. Some responses were written in a rather unnatural, stilted language.

Sono d'accordo con Renata che tutti i membri della famiglia devono fare le faccende perché, adesso, tutti sono uguali così i lavori ~~devono~~ dovrebbero giusti, rispetto nel passato quando sempre le donne facevano le faccende domestiche quest'era uno ^{stereotipo negativo} per le donne. Penso che sia necessario per i giovani aiutare anche perché non saranno pigri nel futuro ed è utile per i genitori chi saranno stanci dopo lavoro.

Personalmente, ogni sera aiuto con la cena, devo pulire la bagna ~~per~~ e l'odio, ma farlo perché se non l'ho fatto, mia madre mi sgriderebbe; è importante lavare i miei vestiti perché, qualche volta, mio padre ~~non~~ dimentica lavare i miei vestiti! Benché,

mi sento ^{che} contribuisca più che nel passato, perché guardavo la TV molto spesso e i miei genitori erano ~~irritabili~~ irriabiati.

Se fossi ~~nel governo~~ una madre, ~~incoraggierei i figli aiutare a dicendo che~~ direi ai figli che potrebbero avere un regalo ^{come i soldi} se aiutano in casa perché i figli aiuterebbero volentieri. Credo che sia più divertente se c'è la musica ^{durante lavoro} perché è una buona distrazione.

Secondo me, ~~è~~ un'avvocato ^{sia} stato visto come un lavoro tipicamente maschili, ~~ma~~ ^{comunque} mi pare che sia diverso adesso. Alcune persone ~~debbono~~ ~~vorrebbero~~ penserebbero che un'infermiere sia tipicamente femminili, però ci sono molti uomini chi lavorano come un'infermiere.



The task has been understood and all bullet points have been dealt with adequately.

All the answers are relevant: task understood and developed successfully. The candidate adhered to the minimum number of words. The remaining 20 or so words available could have been used to develop some of the bullet points better or trying to link them into a cohesive piece.

The communication is good in spite of some inaccuracies. Some (but not all) of the attempts at complex structures are successful. Overall communication is above satisfactory level, but only just.

Good planning and good attempt at linking the four sections.

Don't stop at the minimum word count if you have something else to say

SECTION C: WRITING

Testo 8 – Mamme, vi fate aiutare dai vostri figli nelle faccende domestiche?

Ecco la risposta di Renata, lavoratrice, madre di Michela e Leo (13 e 15 anni).

La domanda rinforza lo stereotipo che le faccende domestiche siano responsabilità della donna.

- E ora la risposta: come madre lavoratrice, ritengo essenziale che tutti i membri della famiglia, padre, madre e figli, si dividano le faccende. Oltre che un aiuto necessario, questo diventa anche un momento educativo, soprattutto per i figli maschi, che nella tradizione italiana venivano esonerati da questi lavori "femminili".

8 Hai letto questa risposta di una madre italiana su una rivista e decidi di inviare un commento all'editore. Scrivi **200–220 parole in italiano** menzionando i seguenti punti:

- La tua immediata reazione alla risposta di Renata: chi deve essere responsabile delle faccende domestiche e perché?
- In che modo contribuisce tu personalmente alle faccende di casa?
- Come si possono incoraggiare i figli ad aiutare in casa?
- Secondo te, esistono nel mondo del lavoro delle occupazioni che possiamo definire tipicamente maschili o femminili?

Commissionare
cattive
fare

Sono d'accordo
Tutta la famiglia: la resp
Se si abita in una casa
con altre persone, non dovrebbe
che solo una... fa
I figli devono apprendere che
vivere al massimo... al massimo

~~Però~~ Però... Siccome
io sono una figlia...
ho molte responsabilità. Prima
di cominciare il lavoro, ho
deve... fare il ferro...
mantenere limpi...
perché guadagno... quando sia
più vecchia

Però, alcuni sono pigri...
Non fanno niente... E
abilità se i genitori
affrano... incoraggiare,
e ~~essi~~ associare...
Se si ha l'abilità di
fare... si dovrebbe

Perché io credo che ~~ferò~~
tutti abbiano la capo di tutti i lavori
~~dalla responsabilità~~ ~~al loro~~
ancora ci ~~sono~~ sono lavori che
sono considerati più... Special-
essere medico/ ^{dal polizista} ~~del~~ del uomo...
~~spesso~~ mente in ~~risposta~~
profite dei bambini...
Queste paghe

Benché io ~~credevo~~ credi che la maggioranza
abbia la capacità di aiutare, e lavorare lo
stesso, ancora ci siano occupazioni che sono
considerati più femminili o più maschili. Essere
medico o della polizia, oppure un professor degli
adulti, spesso sono fatti degli uomini, e questi
lavori pagano ~~a~~ più che i lavori ^{tipicamente} delle donne.



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Examiner Comments

This is another piece which was kept to the minimum number of words allowed. The task was understood and all bullet points were dealt with, some more successfully than others. Bullet point two doesn't measure up to the level of the others, but the good development of the other bullet points and an attempt at creating some cohesion makes the task successfully developed.

The language is perhaps a little more ambitious than that of the previous piece but attempts at a variety of lexis are not always successful. Overall good communication.



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Examiner Tip

Why not use the extra words to provide a conclusion?

Paper Summary

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

- For the Listening section read the questions carefully before they start and listen to the whole extract once before trying to answer the questions,.
- For Listening and Reading questions use the targeted information in the answer to the actual question.
- For the gap-filling exercise, pay attention to grammatical details.
- A good deal of classroom practice is required in re-phrasing and manipulating the language of the original text so that material cannot be lifted verbatim from the text and cannot be credited in the reading question.
- The English answers to questions 6 should be meaningful and not just a word by word translation of the Italian text.
- Training in time-management and reading techniques such as skimming and scanning should also form an integral part of exam preparation.
- 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.
- A successful response is that which is set a context and takes account that it is an answer to a stimulus. It reads as a whole piece rather than four more or less disjointed sections.
- Tidy presentation is essential. Every effort is made by examiners to assess all that the candidate has written. If the need arises to complete the answer outside the lines provided, this should be clearly indicated on the line itself.

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>

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



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