



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 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

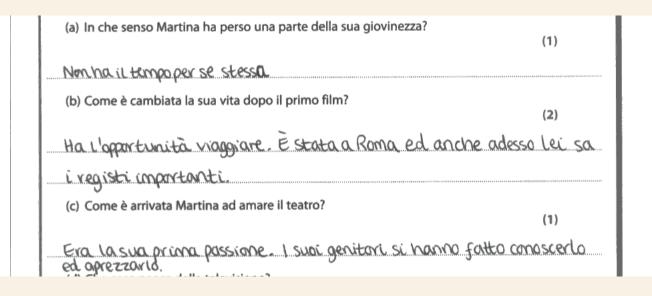
Item 3d was answered correctly by 99% of the candidates.

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.

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.

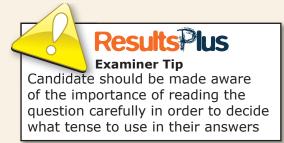
For 4g, 'toccano la vita privata' on its own was not considered sufficient for the mark. Candidates should be trained to answer the question and not just provide what they think may be the targeted information.

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





- (a) 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 possibile 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 familirity with personal pronouns.



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 sated was obivous enough.

(a) In che senso Martina ha perso una parte della sua giovi	nezza?
STORE Aveva commercia da a	MANDO QUELO 45 ONAI
(b) Come è cambiata la sua vita dopo il primo film?	a visselto ad descer
GUNA dATO POPOLATITÁ, NA PO	
a coma tracterizar a como e	040020000
(c) Come è arrivata Martina ad amare il teatro?	es Brizer
(c) Come e anivata martina ad amare il teatro:	(1)
io hanno gatto approzzare e co	noscore i suoi genitori
(d) Che cosa pensa della televisione?	
	(1)
ro toronizione o nu mosso di co	
(e) Perché Martina si sente realizzata?	for issum0
(c) referre marting of service reduced.	(1)
Pezené non capito a tutti	
(f) Chi trova particolarmente irritanti?	
	(1)
I gotograpi	
(g) Perché qualche volta si sente ferita?	
	(1)
Quando toccano la sura VIE	a pavata sisonte.
(To	tal for Question 4 = 8 marks)



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'adoloscenza **come i suoi coetanei.** 4e: "perche' non capita a tutti..." what?



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.

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

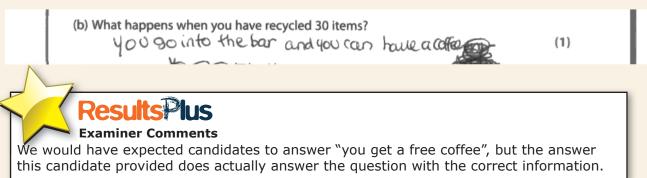
The majority of candidates got at least 4 of the 5 marks available. The lessable candidates struggled with items (iv) and (v).

## Question 6

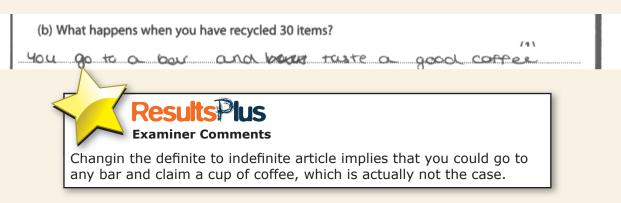
This was the most straightforward of all the comprehension tasks and generally posed few problems for all but the very lessable candidates. There was occasional misunderstanding of "lattine" (translated as milk cartons by a small number of candidates) and a more significant minority failed to recognise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

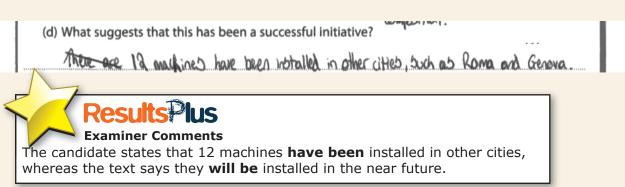
This is an example of accepted answer for (b)



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



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



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

<ul> <li>7 Rispondi, in italiano e per quanto possibile con parole tue, alle seguenti domande.</li> <li>(a) Perché molti studenti europei scelgono di studiare in una università italiana?</li> </ul>
(b) Quale problema ha incontrato l'83% degli studenti intervistati?
(c) A parte il costo, perché può essere difficile trovare un buon alloggio?
A cousa del prezzo elevato e le catteire condizioni eligli edifici.
(g) Che cosa indica che l'esperienza in Italia degli studenti Erasmus è stata positiva?
75%- drugh interristati ritiene che il loro soggiono in Italia sia stata un'experienta positiva e terresember in Italia.  (Total for Question 7 = 10 marks)



- (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



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- (g) this answer too is lifted verbati

This is an example of good manipulation of the text.

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)

Penché a loro pracciono le belle re artistiche e i poresaggi italiami

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

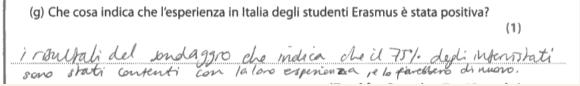
(1)

I selli - Sfendono di pri in Italia rispetto al proprio Paese (mello di cui sono alli mello).

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

(1)

Penchè le candizzoni desti edificile contro cattivo, e spesso non elè un contratto desti edificile e sontro.





- (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.



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

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 se ho comprato con i miei saldi un telefano cellulare

L'anno scorso. I soldi une li sano procurati aintando un amico

di mio padre a raccoglière pere e pomodori durante l'estate.

Non ricerendo la paghetta, perché i miei genitori dicevano che

mon me anomono avevo bisagno, non ho avuto molto do comprare

con imici soldi se non per per il mio compleanno done spendero

subito tutti i soldi in dolciumi

fer quanto riguarda il fatto degli adolescenti che si

fanno comprare tutto dai genitori, io penso che sia in

parte vero perché anchio ho davuto chiedere di comprarmi

certe cose molto costose come il portatile Molti miei amici

invece ricevano la maggior parte delle cose senzo nemmeno

direderle i per esempio restiti mueri, rideogiochi ecc

Atani invece vanno a lavorare e, con i loro guadagni, si
camprana le case essenzialé (come um deodorante).

I giornaliste vengana oxiticati eggigiorne per agni
cesa che fanno. Becentemente ha letta un'articolo in cui
il giornalista definiva ghi adolescenti come "bambacciani"
solo perché durante le vacanze se ne stanno a casa a mon
Jare niente. Ia invece penso che dopo um'anvo scalastico
come quella in Italia dore si studia per tre quarti dell'anno
tutti ghi studenti meritena un rapasa di 3 mesi

Nella nostra generazione penso che
stimulati abbastanza doi genitari per troxare un corso che
perti ad un lavora decente. Ecca perché malti dei sogni del
loro futuro cance essere un avvacato, medica e monare in

In conclusione di diventare un famose dottore, pur sependo che he ancora tanta strada de fare mi impegnero mel tissimo nell'esaudire questo mia segno proprio come molti adolescenti come use



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.



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 andore in vacanza con una amica.

Per guardarmi gli soldi ho travato un lavoro in un
negozio di ma moda motto vicino le mia casa.

Lavoro venerdi notte e sabato giorno e questo

voilderi che prendo 80 sterline alla setrmana.

Il volo ni ha costato 300 sterline e no dovuto lavore
supuenti
quatro setimane per prendere gli soldi v Sono

Sentita molto felice a prendere soldi tutti mei e che
ho pagato per una vacanza tutta da sola!

Come un giovane di 17 anni, io penso che non e
vero che gli adolescenti si janno comprare tutto dai
gentori pero vedo perche che molto discorso su
questo em argumente Quando ha vero 14 anni,
non pagaro mai per le cosa come vestiti e teletoni

ma adesso che sono pui grande e ho per lavoro, vedo
la importanza di guadamiare il soldi prima
che sui 18 anni e lasci scoula e entri nel mondo
del lavoro. Per i ragazzi meno di 16 anni, e difficile
a trovare laroro perche sono troppo giovari e per
questo, i genitori desseno castare pero non come
dase gli sodi quarde il sigli hanno bisgrio me ha
save i figli autare in casa o giardino e
modo.
guardamere iglis soldi la qual senso quasso senso.

Non sono molto d'accordo che gi i giovani sono Sempre criticati perche il governo guarda di giòvani come un grande gruppo e non guardano mai à li individuali. Ho capito perche sono stati criticati ce Molta droga e casino che sucede con i giovani e molti problemi nella societa e causa detgli giòrani difficili. Pero il governo deve guardare li individuali che autano il commune, hanno lavori, vivono da soli e studiano con un sognio de avere un buono lavoro. Tanti giovani sogniono di prendere buoni voti a scuola andare a universita e prendere un buon lavoro Per l'atri giovani, hanno un sognio di avere una famiglia e per questo lasciano scuola e varo nel mondo di lavoro supitamente per guardarne soldi per una Janiglia. Tutti gli giovani hanno un sognio ma in questo giorno e questa rocieta sta deventene

pui difficile per questi sogni ha essere stati

sati veri II problemi sono cose come soldi. In questo

mondo, giorani sono limità perche hanne pochi soldi

quandone la scione surola. Un altra difficulta e

trovare la voro: l'erche che stato una recessione,

tanti la vori sono stati persì e adesso e molto

difficile a trovare il la roro che i giorani hanne

sogniato e deveno cambiace o un altra proffessazione

Il nio sognio e sempre stato ha prendere tesso kuoni

voti in arte, psychologia e italiano e con questo

voglio andare a universita a studiare la storia delle arte. Pero, prima della università mi piaccerebe pa jare un anno pron della educazione e con una amica, valera viaggiare una parte del mondo. Non sono ancora decisa, ma mi piace molto la Australia e posti come India e Cambodia. Penso che e un tempo guisto di vaggiore perche sono ancora giovane e quendo sono più grande harro figli e un lavor o e no arro la opportunita de viaggeare. Dopo quatro mesi di vaggio, andro a Londra e Milano e Jaccio Laroro nella gallere e organazioni delle arte. Dopo questo anno, completero sen quattro anni alla universita el guando quello e prito trovo un lavoro e prendo una casa in città. Non so ancora quale lavoro proprio vogio jure ma so che e absulamente

con L'arte Sará Fost cinque anni difficili perche

non avo tanti soldi per spero che con i buon

voti a l'universita prendero un buon laroro che

paga tanto e anche in questo ultimo anno di scuola

lavoro molto per guardarna tanti soldi per i quamo

mesi di ma ciaggio

Per fire, iò credo che e molto importante che gli

giòvani sono stati ascoltati di pui per sono noi siamo

la prosimma generazione e questo monde sara stato

controllato da noi Tutti giovani hanno un sognio e

à import unte che il governo vedo quasta e che fa hitto che posono per fare gli sognio diventare ven Al fini del gionno, il mondo e nelle nostre mani!!"



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.



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

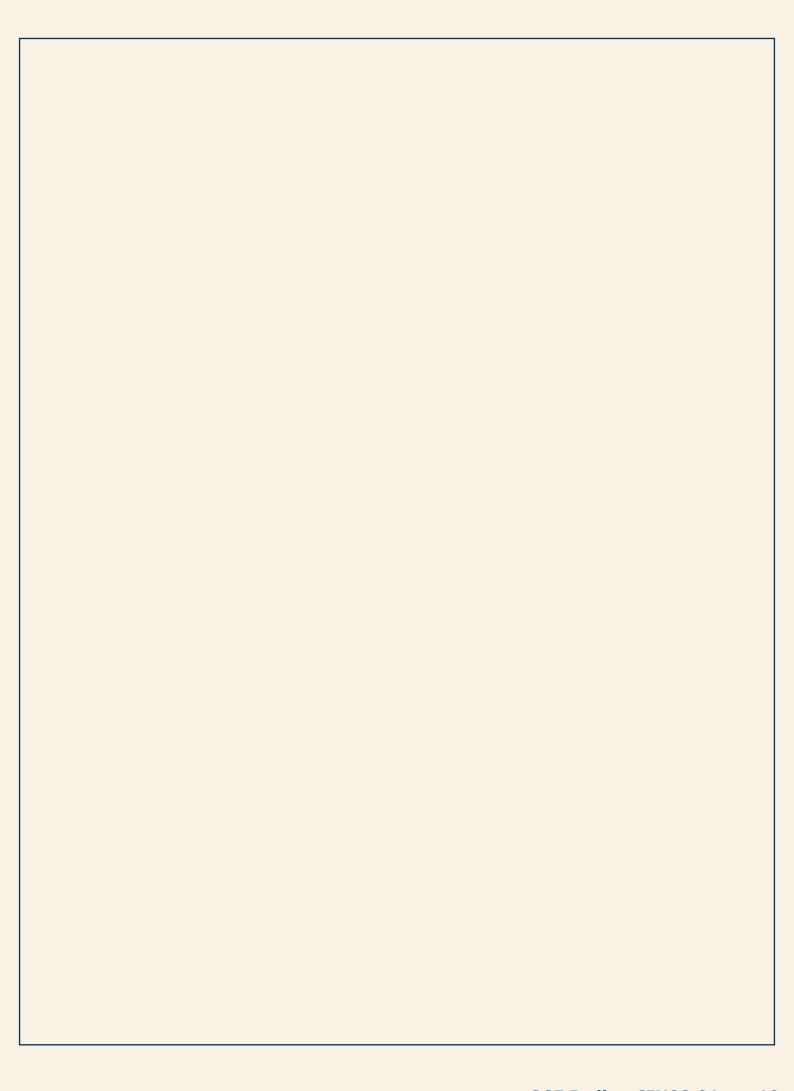
For the Listening section candidates are reminded of the importance of reading the questions carefully before they start and of listening to the whole extract once before trying to answer the questions, so as to have a general understanding of the recording. For Listening and Reading questions alike, 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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