

Examiners' Report
June 2014

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 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 writing exercise. Candidates are required to write one piece of 240-270 words in Italian choosing from a total of seven questions; three creative titles and four discursive titles. For the discursive essay, candidates will be rewarded for their ability to understand the question title, organise arguments and ideas and to make relevant points in response to a general issue. The creative essay requires a different type of response based on an imaginative Italian-language text or a combination of text and visual(s).

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 marks are awarded for accuracy and range of 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). It is important to remind candidates that their chosen topic must relate wholly to the culture and/or society of an Italian-speaking country. Therefore, essays which do not refer specifically to Italian culture and/or society, or have some tenuous link to Italian culture and/or society, will not be awarded marks.

Candidates will be rewarded for their knowledge and understanding of their chosen topic and their ability to organise ideas. They have the freedom to determine the content of their research (potentially in negotiation with their teacher) but it must relate to one of the four areas of research. Further guidance on this matter is given in the "*GCE Research-Based Essay Guide*" available on the Italian qualification page on the Pearson/Edexcel website.

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.

This year this unit produced some pleasing results. 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, especially in Section B. The vast majority of candidates opted for the discursive essays this year.

The research-based essay displayed some good analytical responses which showed extensive research. Overall, candidates appeared to be better prepared for the demands of question 3 (d) 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.

In terms of language content, 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.

Question 1

In order to ensure an accurate and consistent marking standard, the text is divided into 30 assessable 'chunks' and a mark is awarded for each 'chunk' that is translated correctly in terms of grammar and spelling.

This year, the question seemed to produce a range of responses with marks covering the full spectrum of ability.

The average mark awarded was between 5-6 out of a total mark of 10.

Many items were accessible to the vast majority of candidates, for example *studiare, gli studenti, è anche importante, ad/per esempio, che i (loro) genitori*.

Unfortunately a significant number of candidates did not translate the title, which was part of the main text. As a consequence candidates lost marks.

Some candidates did find certain sections more difficult than others and common errors included missed accents and spelling mistakes. Many candidates lost marks for the insertion of apostrophes in *Qual'è*, and some in *un'articolo* and *un'esame*, and for the absence of accents on *però* and *è*.

Many candidates had trouble with spelling, particularly those words with double consonants (*ovviamente, appena, essenziale, tranquilla, distrazioni, ottenere, soprattutto, innanzitutto*).

Other common spelling mistakes were: "essenciale", "revela", "factori", "auitare", "resulti/resultati".

However, candidates generally coped with the more straightforward elements of the translation but many struggled with *appena*. The gerund was generally well-formed (*mangiando, dormendo*).

Some other structures proved more challenging and were only translated correctly by the more able candidates: *si dovrebbe trovare* (with some students using the present indicative rather than the conditional), *vogliono semplicemente, che facciamo del loro meglio*.

The majority had difficulty with expressing correctly "(their parents)/ simply want them /to do their best". The less able candidates omitted the subjunctive structure and the more able omitted the idiomatic use of *di* in *facciano del loro meglio*. The last sentences was not well rendered at all with most candidates struggling to translate *fare del loro meglio*.

Many bilingual or native speakers lost a couple of points for providing a loose translation, giving the gist of the text or even omitting sections, instead of conveying the meaning succinctly and carefully with the required structures and vocabulary.

Occasionally, even the more able of candidates lacked precision, translating items like "obviously" as "certamente/chiaramente", and "reveals that" as "dice/mostra che", therefore losing the mark.

Overall, the standard of the translation was a little better than last year although many candidates seemed to lack the grammatical knowledge and the attention to detail that could be reasonably expected at this level of study.

This candidate scored 5 marks in total as there are 15 correct 'chunks'.

CHE È IL MODO MEGLIO PER PREPARARE ~~LA~~ PER UN ESAMO?
OVIAMENTE, IL STUDIO È ~~ESSENZIALI ESSEUS~~ ESSENZIALE, MA
UN ARTICOLO CHE AVEVA APPENA PUBBLICATO RIVELA CHE ~~GLI~~ ALTRI
FATTORI ~~FATTORI~~ POSSANO ~~AIUTARE~~ AIUTARE GLI STUDENTI OTTENERE I BUONI
VOTI. ~~PRIMA~~ PRIMA DI TUTTO, SI DOVREBBE TROVARE UN'AULA
PIANA DOVE NON CI SIANO I DISTRAZIONI. È ANCHE
IMPORTANTE ~~CHE~~ PORTARE UNA STILE DI VITA ~~SANA~~ SANA DURANTE
~~DURANTE~~ IL PERIODO ~~DESH~~ DEGLI STUDI, MANGIANDO E
DORMENDO BENE, PER ESEMPIO. ~~SO~~ SOPRATTUTTO, GLI
STUDENTI DEVONO RICORDARE CHE I LORO GENITORI SEMPLICEMENTE
LI ~~vogliono~~ VOLLONO FARE IL LORO MEGLIO MISCIARE MEGLIO.



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Examiner Comments

No point was scored for the first line as *che* was used instead of *qual*, the adverb *meglio* instead of the adjective *migliore*, *preparare* is not in the reflexive form and *esame* is incorrectly spelt as "esamo".

Studio would have been acceptable instead of *studiare* but it was accompanied by the wrong article. The verb "is" is rendered incorrectly with the subjunctive "*sia*". Also, "*aveva appena pubblicato*" is not passive.

"*un'aula piana*" was a common incorrect translation for "quiet", possibly confusing it with "*piano*" as in "(speak) quietly = *parlare piano*". *Distrazioni* has again the wrong article/gender as well as "*una stile*".

The last paragraph was surprisingly translated more accurately with only some mistakes at the end in the rendering of the complex sentence "their parents simply want them to do their best" which required a knowledge of the subjunctive and of the idiomatic *fare del proprio meglio*.



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Examiner Tip

This candidate should have paid more attention to genders and articles, which made them lose marks despite generally accurate spelling and a fairly good grammar knowledge (some more complex structures like the gerund in *mangiando e dormendo* and the impersonal conditional in *si dovrebbe trovare*).

Question 2 (a)

This was the most popular of the three creative essay titles. Candidates were required to write an account of what has happened stemming from a stimulus relating to what friends did in time of need. The responses were expected to be written in the first person.

Most candidates showed a good understanding of the requirements of this question and managed to write a continuation of the story in the first person.

Many talked about how they had received support from friends during a difficult time. Some "stories" were quite personal and at times were lacking in imagination, creativity and development. There were a few implausible scenarios as well as some essays about the nature of friendship in general without much reference to events. As these candidates had not fully grasped the requirements of the question, they lost marks accordingly.

There were also some instances of what appeared to be "rehearsed" stories that had been possibly practised in class and made to fit the title, although somewhat very tenuously.

On the positive side there were some well-developed and touching stories of what friends did in time of need.

This candidate wrote a creative account about a trip to Cuba with some friends.

Si dice che gli amici si ~~riconoscono~~
riconoscono nel momento del bisogno ed
è stato proprio così per me.
L'anno scorso io
e due amici siamo andati in ~~vacanza~~
vacanza insieme a Cuba. Un posto
~~meraviglioso~~ meraviglioso, pieno di cultura
e di aria rivoluzionaria in altre
a quella di parata. Il nostro
secondo giorno a Hotel Brises in
Guadalajara, Holguin, ci stavamo
annoiando perciò ci è venuto in
mente un'idea di andare per
le strade di Cuba. Verso le
3 e mezza di pomeriggio siamo
usciti dal Hotel e abbiamo
per 2 ore per arrivare
in città.
La città era stupenda ma

non ho avuto abbastanza tempo
per ~~poter~~ godermela perché me ne ero
accorto che mi mancava il portabagaglio
con i documenti del viaggio, i soldi
e anche le chiavi di casa mia.

Io, disperato, sono andato dalla
polizia con i miei amici, non mi potevano
aiutare. Era arrivato il giorno di
partenza, ~~ma~~ i miei amici hanno
promesso che facevano ~~il~~ ~~da~~ il tutto e
per tutto per portarmi a casa ma prima
dovevano andare in Italia.

Passano 2 mesi e ancora niente,
continuando per le strade di
Holguin ho incontrato un ~~vecchio~~
amico di scuola in cui io gli
avevo salvato la vita all'età
di 18 anni in un incidente
con ~~l'~~ l'auto. Questo mio amico aveva
conoscenza ~~al~~ nel consolato e ~~io~~ ci è
~~riuscito~~ riuscito a ~~temporaneamente~~

Ecco ciò significa che non
conta dove sei e quando tempo è passato,
un volta che sei e amico sei e
amico per sempre nel mio caso ~~l'~~ l'amico
era anche un angelo.



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Examiner Comments

The candidate displays a satisfactory understanding of the stimulus, although development is faulty. The problem is rather unrealistic, (would he really be forced to stay in Cuba?). We are led to expect that the friends he travelled with would help him once they got back to Italy. Instead, the candidate chooses to introduce another friend - hardly outlined - to get him out of this tricky situation. The ending is thus a bit rushed and not very clear.

Language is not very complex but quite fluent and with an authentic feel, though not perfect. There are some good phrases such as, *ci e venuto in mente, per godermele, me ne ero accorto*. However, there are some spelling errors and some grammar inaccuracies here and there.



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Examiner Tip

This candidate should have planned the essay more carefully, and should have checked language for accuracy.

Question 2 (b)

The journalistic option is always a minority choice but candidates who attempt it often do quite well as they generally understand the requirements of the question and respond appropriately. Responses here were developed to a reasonable level with candidates talking about how the man had been sacked or made redundant and had decided to chain himself up in protest.

There was a good level of descriptive language in these responses and candidates generally used the journalistic style that is expected in this question.

Question 2 (c)

This question was reasonably well answered by candidates. They generally felt that the man in the photo was happy because of an event that had happened, such as falling in love, meeting his ideal partner online or a reunion scene with members of the family. While candidates were able to describe events, not so many were able to structure their story and develop and link their ideas effectively.

Question 2 (d)

This was the most popular of the discursive essay questions and the vast majority of the candidates showed a reasonably good understanding of the question. The most common stance was that computers both bring people together and alienate them at the same time. They felt that people are brought together by the ability to communicate even when physically apart, as well as the advantages for business of this rapid-access communication. It was generally felt that the use of computers leads to isolation and the breakdown of relationships as face-to-face contact has been decreased by use of technology. Some candidates concluded that computers do facilitate communication but they have to be used sensibly. Some candidates also mentioned the potential dangers of living in a 'virtual' world.

The less able candidates produced essays on the pros and cons of internet usage or computers in general, rather than focusing on the actual question. For example, they wrote about the dangers of paedophiles on line and too much internet usage leading to a sedentary lifestyle.

A few candidates even had a personal rant about their own opinions and experiences of using a computer and their responses were generally inappropriate and often irrelevant in many parts.

This candidate chose to write an essay to discuss the key points for and against communication by computer, and whether this has led to better or worse communication.

Plan

(d) internet + social networking

- ⊕ - new way to socialise
- benefits
- make friends
- ⊖ - become isolated / lonely
- risks of internet - children

Essay

L' internet e i social networking sono crescendo rapidamente. Una grande percentuale della popolazione hanno un computer a casa e spendono molto tempo ^{per} navigare su internet per acquistare cose, per mandare e-mail o per guardare i film. Questo ha molti benefici e problemi.

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L'internet e i social networking ~~presta~~
da la gente l'opportunità tantissima!
È un modo nuovo per fare lo
shopping, guardare i film o tv,
giocare i giochi e comunicare con
gli ~~suoi~~ amici. Questo è molto utile
per la gente con i parenti che
vivono lontano perché possono rimanere
in contatto con loro e ~~mandare~~ possono
~~mandare~~ ricevere i messaggi e i fotografi
da loro. Le persone anche possono
fare amicizie con le persone mondiale.
La maggior parte delle persone
credono che l'internet è un rivoluzione
che ~~da~~ ti da un senso di libertà.

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Dal altro lato, mentre l'internet ha
molti benefici, le persone devono ~~vere~~
avere una buona conoscenza che
è un luogo pubblico che ~~possiamo~~ può
essere molto pericoloso - specialmente per
i bambini ~~che~~ ~~social network~~ sui siti
di social network. Molti giovani non
riescono che internet può essere un
luogo pericoloso e ci sono molti
rischi. Per esempio, truffe online, furta

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di identità, cyber-bullismo e pornografia
 adulta. Le persone possono anche diventare
 isolate da società se spendono troppo
 tempo davanti al computer. La gente
 deve cercare di uscire con gli amici
 per quanto possibile.

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un computer. La gente
 devono cercare di uscire con gli amici
 per quanto possibile.

30

In conclusione, sì internet è un luogo
 fantastico ma la gente anche devono
 avere un conoscenza più meglio e non
 spendere troppo tempo da solo con
 un computer per prevenire
 l'isolamento.



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 Examiner Comments

The candidate does mention a few relevant points such as social networks but then veers off mentioning other issues related to computers such as watching films, identity fraud and pornography. The conclusion about the internet in general rather than communication reinforces this. Therefore, both understanding of the question and organisation and development are barely satisfactory. Language is quite simplistic, with some lexical errors and simple structures, although overall it is fairly accurate.



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 Examiner Tip

This candidate would have greatly benefited from spending some time writing an essay plan to focus their thoughts on the essay question.

Question 2 (e)

This was the third most popular discursive essay question. The best responses mentioned climate change and its consequences, as well as pollution and the destruction of natural habitats. Many candidates agreed with the statement that man is destroying the earth, though some concluded that we are trying to improve the situation by using more environmental-friendly fuels and trying to protect animals and the environment. The less able candidates did not fully grasp the implications of the question and wrote about consumerism or war.

Many candidates had obviously studied this topic and displayed some good topic-specific vocabulary.

Question 2 (f)

There were some good discursive essays relating to cultural traditions where students defined what was meant by tradition and used examples such as religion, traditional food, festivals or regional differences. Most candidates felt that it is important to maintain the traditions of a country in order to give a sense of identity, especially in light of the changing nature of the work and globalisation, and also as it brings in tourists. Some felt, however, that we need to be careful not to doggedly maintain traditions for the sake of it and that some traditions should move with the times, especially if they are dangerous or discriminating.

More able candidates were able to link ideas and justify their viewpoint but some weaker responses were rambling and lacking in coherence and seemed to misunderstand the requirements of the actual question itself; they simply described traditions but did not discuss the importance of maintaining them.

Some essays which mentioned traditions of immigrants turned into essays on racism and immigration which were not relevant to the question set.

Question 2 (g)

This was the second most popular question and it produced a mixed response. Many candidates felt that school does prepare young people for the world of work whilst others disagreed. Those who felt that school does prepare for the world of work mentioned the acquisition and development of skills as the main reasons for their stance whilst others felt that the emphasis on exams and academic content were irrelevant to the world of work. Most candidates discussed both sides of the issue before reaching their own conclusion.

A few responses were much too personal in nature and not appropriate for a discursive essay, while others did not focus on the question set and just wrote generally about the benefits of school.

Question 3 (a)

Candidates were asked to write about the economic activity that contributes most to the economy of their chosen region/city, and explain the reasons for their choice.

While some more able candidates were able to focus on one aspect and justify their choice with clear facts and data that showed they had carried out some good research, a considerable number of candidates unfortunately produced responses that were merely descriptive, without much analysis.

Some candidates did show knowledge of their chosen region and identified economic activities, such as tourism, manufacturing and agriculture as the activity that contributes most to the development of the region/city. However, few of these candidates managed to provide any real evaluation as to why or how this activity contributes to this development. Answers were mostly descriptive and analysis was often simply implied or not very sophisticated at best. The ability to link the economic activity to how it contributed to its development was difficult to answer for many.

Others candidates merely chose tourism, producing a re-hash of last year's essay, and/or describing the main tourist sites in a city without any detail or analysis. Some others based their essay on commonly known facts about the region/city, showing little evidence of research.

There were still a handful of candidates who chose a non-Italian city or region.

Very popular choices of cities and regions were Milan, Turin, Rome and Sicily.

Question 3 (b)

History answers when done well were full of detail and complex analysis on how that particular period had a positive or negative impact on the subsequent development of Italy.

Some students were able to appropriately consider whether their chosen period had a positive or a negative impact on the history of Italy, justifying their opinions with good and valid examples. However, a good number of essays were purely narrative, failing to explain whether that historic period was positive or negative and why.

Candidates were less successful in the evaluative element of the response as to why this period had a negative or positive aspect on the development of Italy, often failing to develop their ideas to a logical conclusion in response to the question.

Once again, the most popular historic periods were Fascismo and Risorgimento.

Question 3 (c)

These essays had a very wide scope of material to be used in a detailed research-based essay. Candidates referred to the usual topics, mentioning the impact of immigration, unemployment, mafia, young people and Italian politics. Unfortunately, as in previous series, almost all of the responses were very general and at times almost like a discursive essay. Candidates did not show much evidence of reading and research, and responses often became personal rants with no real conclusions being drawn.

Question 3 (d)

This was by far the most popular choice for the research-based essay.

Students had to consider what character of their chosen book/film had the biggest influence on the main character.

The great majority of responses were about *Io non ho paura*. Most candidates discussed the novel and a few discussed the film version. Most of the candidates felt that Filippo is the main influence on Michele. Candidates talked about the fact that Filippo leads Michele to choose between good and evil, and to mature and become an adult in order to deal with the situation he finds himself in. Candidates also mentioned their relationship as one of true friendship and therefore a positive influence in comparison to Michele's other 'friends'. Many candidates also choose Michele's father as the biggest influence on him. They felt that he is initially a hero (and a positive role model) for Michele and then through his actions he forces Michele to see the darker side of human nature and to ultimately choose to betray him in order that good may triumph. There were only a few responses that were predominantly narrative and/or descriptive.

Another popular book was *Volevo I pantaloni*, by Lara Cardella. Candidates felt that the biggest influence on Annetta is either Angelina, Vannina or Vincenzino (Angelina shows Annetta the possibilities of being free and gives her the opportunity to change her behaviour and rebel against the rules of society; Vannina influences Annetta through the story of her life and the sharing of her diary and Vincenzino influences Annetta through the sexual abuse that he subjects her to and the legacy of this).

There were a few good answers on Pirandello's *Sei personaggi in cerca d'autore*.

These answers tended to be good, with candidates showing both good knowledge and a good degree of understanding in response to the question. The candidates identified the *Padre* as the protagonist and the *Figliastro* as having the greatest influence on him through the 'reality' of her mask of vengeance and the fixed nature of the characters and her unwillingness to change towards him.

The most popular film was *La Vita è Bella*.

Candidates chose Dora and Giosuè as the main influences on Guido, the former as she falls in love with Guido and gives him a sense of purpose and the latter as he is the inspiration for Guido remaining positive through the difficult times in the concentration camp.

For some the *protagonista* was Giosuè - as the film is narrated from his point of view - and Guido the person with the most influence on him.

Another popular film was *Il postino*, with Pablo Neruda being the biggest influence on Mario.

It was very pleasing to find a few responses based on *La Grande Bellezza* by Paolo Sorrentino, where candidates identified either Ramona or Suor Maria as the main influence on Jep.

Many answers to this question were well done and the structure of the question provided clear answers. In fact, there seemed to be fewer instances where candidates simply narrated the story or the plot in their accounts.

Unfortunately, as in previous series, there were some answers that were not awarded marks as they related to non-Italian books or films such as *Le metamorfosi* by Franz Kafka and *Il ritratto di Dorian Gray* by Oscar Wilde.

There were also some instances of candidates answering the wrong question for their chosen topic.

This candidate has produced a good essay on the impact that Filippo had on Michele in *Io non ho paura* by N. Ammaniti.

Nel romanzo «Io Non Ho Paura» di Ammaniti la protagonista Michele Amitrano viene influenzato dai altri personaggi, per esempio suo padre Pino. Tuttavia penso che il personaggio di Filippo Carducci ^{abbia} ~~una~~ più influenza sulle decisioni di Michele ²⁰.

La scoperta di Filippo nel buco ha un grande impatto su Michele perché lo spinge di accorgersi ^{dei} del "male" ^{che} che lo circonda ~~e~~ ~~(ella~~ criminalità) ad Acqua Traversa. ~~Questo~~ ~~scoperta~~ Perciò il personaggio di Filippo e sua situazione terribile influenza il perso della innocenza di Michele, mostrato con il fatto che ²⁰ Michele smette di aver paura dei mostri come «streghe» e «orci» ^{invece} ma ^{degli} uomini ²¹.

Inoltre il personaggio di Filippo e sua ⁹⁰ salvezza motivano Michele a tradire suo padre. All'inizio del libro è chiaro che agli occhi di Michele Pino è un eroe ¹⁰⁵. Tuttavia ~~prima~~ ¹¹⁰ dopo Michele aver reso conto che suo padre è coinvolto con il rapimento di Filippo, «Papa era l'uomo nero», Michele decide di sfidare la volontà di Pino ~~and~~ ritornando al buco ¹²⁰ *.

In questo modo si può dire ^{anche} ~~anche~~ che Filippo influenza Michele ¹⁴⁰ a diventare un eroe ^{superando} ~~superando~~ la sua paura. Il fatto che Michele voglia rischiare la sua vita per salvare Filippo mostra ¹⁶⁰ ~~la~~ sua importanza. Nonostante sua paura Michele va alla gravina nel cuore del notte per trovare Filippo e aiutarlo a ^{fuggire} ~~fuggire~~ ¹⁸⁰ anche se è pericoloso ¹²⁰.

magari troppo presto
È pauroso. Quindi ~~il~~ Filippo motiva la transizione a
ai Michele dal bambino al adolescente.

In conclusione, sebbene l'importanza ^{di} ~~del~~ suo ²⁰⁰
padre, il personaggio di Filippo abbia il più grande
influenza su Michele. Dopo aver scoperto Filippo la vita
di Michele cambia marcatamente. Michele si accorge ~~per~~ la
criminalità ad Acqua Traversa, soprattutto ²¹⁵ del Pino. Questa
è la situazione di Filippo ~~è~~ fornisce la motivazione moralistica
di Michele, ^{rigettare} ~~rigettando~~ l'altro personaggio importante nella
sua vita per fare la cosa giusta. ²⁴¹

* Decidendo di ~~mostra~~ rigettare l'influenza ^{di} ~~del~~ suo
padre Michele mostra il grande impatto di Filippo ~~sulla sua~~
sulla sua vita.

264 parole (senza nomi propri e citazioni)



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Examiner Comments

The candidate displays a very good knowledge and understanding of the novel and also a very good understanding of the question set. All the material is relevant and well organised with a variety of relevant points made: how through Filippo Michele he loses his innocence, how he goes against his father to do the right thing and how in the end he overcomes his fear to become a hero. Each point is substantiated with examples from the text and quotes. The piece has an introduction, a logical development and clear conclusion which clearly provides an answer to the question in the title.

Language is mainly accurate and appropriate though not always faultless.



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Examiner Tip

This is a good essay but it could have been slightly better if the material had been presented in a different way: the candidate generally refers to the discovery of Filippo rather than the boy's character and his personal influence on Michele.

Paper Summary

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

- For the Research-based essay, candidates are reminded that they must choose a theme which belongs to one of the four main topic areas, and it must link specifically to Italian culture and/or society.
- In order to access the full range of the marking criteria, candidates must attempt using more complex structures with greater accuracy, such as the subjunctive, (at times misused) and *periodo ipotetico*.
- Candidates should focus on greater accuracy in the use of the language, with basic errors in verb conjugation, prepositions, articles and agreements being the most common mistakes.
- Candidates should be given more practice in the reading and interpretation of the essay questions.
- Candidates must be reminded of the importance of writing within the specified word limit. This is particularly relevant to creative essay writing.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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