

Examiners' Report
June 2015

GCE Italian 6IN04 01

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Introduction

This paper consists of three sections.

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

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

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

Question 1

This year this question seemed to produce a wide range of responses, with marks ranging from 1/10 up to 10/10. Candidates generally showed knowledge of grammatical principles and vocabulary but there were many instances of inconsistency.

For marking purposes the text is divided into 30 assessable sections and a point is awarded for each section that is 100% correct in terms of grammar and spelling. The total is then divided by 3 to provide a mark out of 10.

Therefore many items, especially when a mark was awarded for single words, were accessible to the majority of candidates, for example *nelle città italiane, sono piccole, soldi/denaro, assicurazione, portare, il casco, se più gente/persone, i livelli*

Common errors included missed accents and spelling mistakes. Many candidates lost marks due to the absence of accents on *più, città, però* and *è*. Many also had trouble with spelling, particularly with double consonants (the key words *biciclette elettriche, piccole, obbligatorio, ridurre*). Other common spelling mistakes were "electriche", "facilmente" and "viaggiare".

Candidates generally coped with the more straightforward elements of the translation but also with some of the more complex structures. The gerund was often well-formed (*usando*) and a pleasing number of candidates were able to deal with the *periodo ipotetico* contained in the last sentence. Some candidates, however, used the English gerund "portando" to translate the Italian infinitive *portare*.

Some other structures proved more challenging, particularly the formation of "allow people to reach" where candidates often used the wrong prepositions. "To reach/*raggiungere*" was also often not known.

The passive construction was often dealt with correctly, although a few candidates did not match the correct verb form with the noun (the plural *si possono risparmiare* and *soldi* or the singular *si può risparmiare* and *denaro*). Also, a surprising number struggled with *risparmiare* choosing words such as "salvare" instead.

Other items of vocabulary were often not known: *leggere* (sometimes translated incorrectly as "chiare"), *assicurazione, benzina* (at times translated as "petrolio"), *casco* (often translated as "elmetto"), *obbligatorio* (translated as "compulsorio") and even *inquinamento* (with the notorious "polluzione" being used instead or else "contaminazione").

Some candidates translated "town" with "paese". *Le biciclette elettriche* was often translated as "elettroniche". The article before *le biciclette elettriche* was often omitted and many candidates had difficulty translating *all'ora* and used the incorrect preposition "per".

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

The responses which gained the highest marks were those which conveyed a close, accurate and concise response to the original. Unfortunately quite a few candidates did not translate the last sentence and lost marks as a result.

Overall the standard of the translation were more "extreme" than last year, with some candidates appearing to lack the grammatical knowledge and attention to detail that could be reasonably expected at this level.

Candidates must remember that accuracy is of paramount importance in this section. They are also advised to translate the text as literally as possible, unless an idiomatic expression is appropriate, because this section is meant to test their knowledge of grammar and lexis. This is a reasonably good attempt where the candidate displayed a fairly good knowledge of grammar structures and vocabulary but lost marks due to small inaccuracies, mainly spelling errors (especially missing accents).

SECTION A: TRANSLATION

Question 1

Translate the following passage **into Italian**.

Electric bicycles are becoming more common in Italian cities. They are small and light and allow people to reach every part of town with ease. They can travel at a maximum speed of 25 km per hour. What's more, one can save money by using an electric bicycle because there is no need for insurance or petrol. Wearing a helmet is not compulsory, but it is safer.

If more people used these bicycles, we could reduce the levels of pollution.

Le biciclette elettriche stanno diventando più comuni nelle città italiane. Sono piccole e leggere e permettono alle gente di raggiungere qualunque parte della città ~~facilmente~~ con facilità. Possono viaggiare a una velocità massima di 25 chilometri ~~al~~ d'ora. In più, si può risparmiare denaro usando una bicicletta elettrica perché non c'è bisogno dell'assicurazione e di ~~petrol~~ petrolio. Ovvero il casco non è obbligatorio, però è più sicuro.

Se più gente utilizzasse queste biciclette, potremmo ridurre il livello d'inquinamento.



ResultsPlus Examiner Comments

Nelle città italiane = 0 mark due to the accent missing
qualunque parte della città = 0 mark as "qualunque" doesn't correspond to "all" and again there is a missing accent
viaggiare = 0 mark due to a missing "a" in *viaggiare*
25 chilometri all'ora = 0 mark due to a missing "l" in *all'ora*
si può risparmiare = 0 mark due to another missing accent
dell'assicurazione = 0 mark due to a missing "s"
petrolio = 0 mark as it is the wrong word and it is also misspelt anyway
però e più sicuro = 0 mark due to another missing accent
utilizzasse queste biciclette = 0 mark due to another missing "s"



ResultsPlus Examiner Tip

Candidates must remember that accuracy is of paramount importance in this section. They should double check their accents, agreements and double letters carefully.

This candidate is quite accurate in spelling and in grammar but vocabulary is lacking at times.

~~Biciclette~~

Le biciclette con l'elettricità diventano sempre più comuni nelle città italiane. Sono piccole e ^{leggere} ~~pesanti~~ e aiutano la gente raggiungere ogni parte della città con facilità. Possono viaggiare con la massima velocità dei 25 chilometri all'ora. In più, ~~un~~ uno può risparmiare soldi usando una bicicletta con l'elettricità perché non c'è bisogno di assicurazione o benzina. Usare il casco non ~~è~~ è compulsivo, ma è più salvo.

Se più gente usassero queste biciclette, potremmo ~~ridurre~~ diminuire i livelli ~~della~~ ~~potenzione~~ dell'inquinamento.



ResultsPlus Examiner Comments

le biciclette con l'elettricità = 0 mark as incorrect word

aiutano/la gente/raggiungere = 0 mark, the candidates lost 3 sections (as defined in the mark scheme) here by using the wrong lexis and omitting prepositions

dei 25 chilometri all'ora = 0 mark due to another error with prepositions

compulsivo/ma è più salvo = 0 mark, 2 sections missed out due to incorrect vocabulary

usassero queste biciclette = 0 mark; this a shame as the candidate was able to form the subjunctive imperfect but failed to make it agree with gente



ResultsPlus Examiner Tip

Candidates are advised to translate the text as literally as possible because this section is meant to test their knowledge of grammar and lexis.

Question 2 (a)

This was the most popular of the three creative titles. Candidates were required to continue the story in the first person.

Most candidates showed a good understanding of the requirements of this question and produced many imaginative stories involving a road accident, an emergency, the birth of a baby, friends arriving from abroad, jokes played at their own expense or even a bad dream.

Some candidates did not give plausible reasons as to why the phone was ringing after midnight and their organisation and development was sometimes faulty as a result of this. Some stories were not entirely plausible, therefore marks were lost. A few candidates unfortunately created a story with no real reference to the stimulus (the telephone call) and this constituted a misunderstanding of the title.

This story shows a satisfactory understanding of the stimulus and a satisfactory organisation and development: there is some reference to the phone call and the story has a clear ending but it is at times unclear and the development could follow from almost any stimulus.

Language is reasonably good as it is generally quite accurate though not faultless and there is a wide range of appropriate vocabulary with some occasional errors (for example, "forzata").

Era da poco passata la mezzanotte ed ero appena andato a letto quando è squillato il telefono. "Ho appena sentito per la malfunctione dei tuoi reni!" Laura aveva urlato deludentemente. Io gli avevo risposto con un semplice "Laura non è l'ora ~~per~~ ~~di~~ per discutere questa faccenda".

Laura era da sempre la mia amica migliore. Quasi tutte le mie conoscenze erano trahite lei siccome non sono un tipo socievole. Il mio problema con i miei reni mi aveva costretto di stare sempre a casa e così ho preferito tenerlo come segreto dalla mia migliore amica prima che lei facesse qualche cosa di inaccettabile, secondo me. Purtroppo lei quella sera lo stava per fare.

Si era presentata all'ospedale con sua madre, che ~~l'~~ l'aveva forzata di firmare, siccome Laura aveva soltanto quindici anni. ~~Laura era stato~~ donata ~~ora~~ Laura aveva offerto uno dei suoi reni in cambio della vita del suo amico. La vita io lo aveva ma ^{la sua} operazione non era

(2a continued) andata come tutti: ~~si~~ ^{si aspettavano} ~~si~~ ^{pensavano}.

"Ragazza di quindici anni muore come un eroe in camera operatoria." si leggeva sui giornali. Io non lo avevo letto, ero nella mia pura depressione e non leggo i giornali. Ma mamma il giorno prossimo mi aveva aggiornato che un donatore ~~si è detto~~ ~~aveva~~ aveva offerto uno dei suoi reni e io non potevo essere più felice. Anzi più triste...

Quando mi ero presentato all'ospedale tutti mi dicevano "Condoglianze". Io non sapevo nulla finchè il ~~dotto~~ ^{chirurgo} mi ~~ha~~ ^{aveva} portato a vedere il donatore. Laura era coricata su uno dei letti enormi dell'ospedale con gli occhi chiusi e due fiori in mano. Il mio eroe.



ResultsPlus Examiner Comments

The story could have been planned better, most of what happens appears to take place some time after the initial phone call. The same story line could have been used with a slightly different development, for example the phone call could have been made late at night to inform the person about the death of Laura, following the operation.



ResultsPlus Examiner Tip

Candidates have to write a self-contained short story stemming from the given stimulus, therefore planning is very important. The story should be well thought out before they start writing.

Question 2 (b)

This question was chosen by a small number of candidates. In this task, candidates were expected to produce a newspaper article, therefore writing in a journalistic style was essential to score high marks. There were some good accounts of the circumstances in which the bicycle was stolen, where it was seen and what the person did to recover it but some candidates produced more of a creative account, which constituted a partial misunderstanding of the title.

Question 2 (c)

This question was chosen by very few candidates. It had to be written in the form of a conversation. Most produced rather trivial conversations about how the people in the photograph were going to spend the day as a family. Some used it as an opportunity to have a debate on the new types of family, including gay marriage and gay adoption. One candidate oddly produced an essay about birth rates in China, which clearly constituted a misunderstanding of the question.

Question 2 (d)

Candidates were required to agree or disagree with the statement in the title. The vast majority showed a reasonably good understanding of the question. Many candidates offered balanced opinions about online shopping and the difficulties facing traditional shops which cannot compete with the giants of e-commerce. More successful candidates were able to bring up reasons such as the global market, the rising costs of rent and labour along with the inability of most traditional shops to renew themselves and keep up with technological innovations.

Some felt that online shopping is destroying traditional shops due to ease of use and competitive prices. Others felt that traditional shops can survive as they provide a different experience and more personal service and some candidates felt that traditional shops could possibly learn and benefit from incorporating an online aspect to their business to be able to compete and these candidates therefore saw online shopping as an opportunity for traditional shops rather than a threat.

Some candidates, however, showed limited understanding of the question and deviated into a discussion of the advantages and disadvantages of shopping online. Other candidates expressed their opinion and wrote about their experiences of shopping and their responses were generally inappropriate and often irrelevant. More successful candidates substantiated their points well although many could have developed their answers more in relation to the title.

This response shows a satisfactory understanding of the question and a satisfactory organisation and development.

Language is also satisfactory: there are quite a few mistakes in agreements, articles, prepositions though verb forms are generally correct. Vocabulary and structures are appropriate, with some lexical errors such as "clientezza" and "distruggimento".

Plan:

- Lo shopping online (acquisti in rete)
 - ↳ more popular, easier, you can order from the comfort of your own home
- People don't go to traditional shops
- Shops not making enough money to stay open
- People able to buy more than they are at home and able to shop
- Global → can buy from all over the world
- Un cambiamento per il meglio → evoluzione

Ritengo che "lo shopping online" possa essere utile per i negozi tradizionali ma ci sono sicuramente dei vantaggi. ~~Ad oggi~~ Oggi giorno è sempre più facile fare acquisti in rete, con un "solo click" è possibile comprare qualsiasi cosa da ogni parte del mondo.

Sono d'accordo con l'affermazione quando propone che

"lo shopping online sta distruggendo i negozi tradizionali" perché c'è sempre meno gente che vuole andare nei negozi quando si può fare acquisti a casa sul divano. Molti pensano che non c'è più bisogno andare a comprare i prodotti nei negozi ma questo ~~ba~~ sta
che:

alla rete e alla fine secondo me c'è qualcosa di speciale quando entri in un negozio tradizionale e vedi i prodotti dal vivo. Soprattutto, ritengo che gli acquisti in rete non stanno distruggendo i negozi tradizionali ma invece rende gli acquisti più facile ed è un cambiamento per il meglio.

263 parole



ResultsPlus Examiner Comments

The candidate displays an understanding of the issue but their stance is a bit unclear: the way the essay is developed the issue appears to be whether online shopping is useful for traditional shops rather whether online shopping is destroying shops. Their final view is that retail outlets could use online shopping to boost sales but the way the argument is developed is a bit contradictory.



ResultsPlus Examiner Tip

It is important to take a stance from the beginning of the essay and stick to it throughout the essay without rushing a conclusion in the final lines. Planning is therefore fundamental.

Question 2 (e)

In this question, candidates had to indicate which environmental problem they considered

the most important and justify their opinion.

Most candidates regarded global warming as being the most serious issue nowadays and were able to substantiate their point of view by supplying many valid and well-informed reasons. Others focused on air pollution or the destruction of natural habitats or deforestation as their central argument.

All of the responses were relevant in terms of topic but some candidates misunderstood the question and talked about several environmental problems without focusing on the one they consider to be most serious, thus failing to show good understanding of the question as a result.

Others did not really justify their choice as they mentioned causes and/or solutions to their chosen issue instead of focusing on the effects. Many candidates had obviously studied this topic and the level of topic-specific vocabulary was good.

This essay demonstrates a good understanding of the question, as the candidate considers various implications of the issue, and a good organisation and development, with a clear stance throughout the whole essay. There are grammar and lexical mistakes which impede communication at times.

Mi sembra che il problema ambientale più grave è la riscaldamento globale. Penso che questo perché, la riscaldamento globale ha un grande impatto sulla clima del mondo che ha ~~una~~ effetti negativi sul ogni persone.

Tutti sanno che il problema di riscaldamento globale è un problema molto serio, e ci sono molti ~~cause~~ cause di questo problema, infatti riscaldamento globale è il risultato della persone del mondo non prendano cura dell'ambiente. Per esempio, per un ~~tempo~~ periodo ~~un~~ molto lungo di tempo avevano creato un ~~la~~ grande quantità di poluzione, e ogni persona del mondo contribuiscono di questo. Nel giorno d'oggi, sempre più persone, sono usano la macina che creano molto poluzione nel ambiente, anche sempre più persone non sono ~~recicla~~ riciclate il loro rifiuti, che è essenziale per proteggere l'ambiente. Tutto di questo contribuiscono alla ~~effettiva~~ problema di riscaldamento globale.

È risaputo che il problema di riscaldamento globale hanno un grande effetto negativo sul 'ambiente, e possiamo vedere questi cambiamenti sempre più ogni giorno. Per esempio i cambiamenti nel clima, il tempo globale ha aumentato rapidamente in nel contrasto di qualche anni fa. Inoltre il riscaldamento globale ha un effetto sulla idustria coltivazione perché i cambiamenti nel clima, hanno un impatto sulla grano della ~~canapa~~ piante, questo è un grande problema per tutto il mondo. Altri effetti includono piogge acide e la distruzione dei habitat.

Per concludere, alle luce di questi considerazione il problema di riscaldamento globale è, secondo me, il problema ambientali più grave. È ovvio che questo è molto serio e hanno molti effetti gravi, e è essenziale che questo problema è risolto subito.

254 parole.



ResultsPlus Examiner Comments

The candidate clearly states that in their opinion the most serious environmental problem is global warming. Various relevant points are made to sustain this view though some parts are slightly irrelevant (recycling) but there is an introduction and a clear conclusion.



ResultsPlus Examiner Tip

This candidate needs to improve the quality of language: the essay is difficult to read as some parts are unclear due to the many mistakes, both in terms of grammar and vocabulary. Some mistakes are quite significant, such as "tempo globale" for *temperatura*, which impedes comprehension.

Question 2 (f)

Candidates had to express their own opinions on the concept of "a just war". The majority of candidates were definitely against war, as it is never right to kill innocent people, although many also agreed that war might be necessary to protect people and human rights or to stop terrorism.

World War I and II were mentioned together with the contemporary wars in Afghanistan, Iraq, Syria and terrorism and ISIS.

Some candidates approached it by giving their opinions on whether violence is justified and as a result they lost marks.

Most candidates who chose this title had strong views and were well informed on current issues and answers were relevant to the question and generally well-developed. Many essays were very interesting and really pleasant to read.

Question 2(g)

This was the second most popular question.

Most candidates were able to state what they felt a world without television would be like. Candidates were expected to reply using the conditional and formulate hypotheses but some candidates failed to use the conditional.

Many offered a balanced view; however, some candidates simply wrote about the advantages and disadvantages of television itself rather than what the world would hypothetically be like without a television and as such they failed to fully understand the requirements of the question and lost marks as a result. Others partly misunderstood the idea of a world without television and said that it would not make much difference in future because we can watch television on the internet.

This essay displays a very good understanding of the issue and many aspects of the question are addressed. Development and organisation are logical and clear. Language is very good, generally accurate and varied despite the odd lexical slip.

Pro

Contro

- Le persone sarebbero più attive e vivrebbero una vita meno sedentaria

- Ci sarebbe meno pressione sui ragazzi etc.

- Ci sarebbe più ingustizia, la televisione aiuta a pubblicizzare i problemi etc. Le persone sarebbero meno informate

- Sarebbe un mondo più triste.

Intro. 37

31

Pro, Pro, Contro, Contro, Concl.

Oggi giorno la televisione ~~è importante~~ ^è ~~imp~~ ^{imp} ~~porta~~ ^{porta} ~~una~~ ^{una} ~~parte~~ ^{parte} ~~importante~~ ^{importante} ~~che~~ ^{che} ~~impatta~~ ^{impatta} ~~sui~~ ^{sui} ~~vari~~ ^{vari} ~~aspetti~~ ^{aspetti} ~~della~~ ^{della} ~~nostra~~ ^{nostra} ~~vita~~ ^{vita}. Se non ci fosse la televisione, il mondo ^{e la società d'oggi} moderno ~~✓~~ sarebbero molto diversi, ed ~~è~~ ^è ~~probabile~~ ^{probabile} ~~e~~ ^e ~~la~~ ^{la} ~~società~~ ^{società} ~~d'oggi~~ ^{d'oggi} ~~si~~ ^{si} ~~comporterebbe~~ ^{comporterebbe} ~~sicuramente~~ ^{sicuramente} ~~non~~ ^{non} ~~sarebbe~~ ^{sarebbe} ~~la~~ ^{la} ~~stessa~~ ^{stessa}.

Da una parte, si potrebbe dire che ~~un~~ ^{un} ~~mondo~~ ^{mondo} ~~senza~~ ^{senza} ~~televisione~~ ^{televisione} ~~sarebbe~~ ^{sarebbe} ~~il~~ ^{il} ~~mondo~~ ^{mondo} ~~migliore~~ ^{migliore}. Per ~~esempio,~~ ^{esempio,} ~~c'è~~ ^{c'è} ~~chi~~ ^{chi} ~~dice~~ ^{dice} ~~che~~ ^{che} ~~la~~ ^{la} ~~televisione~~ ^{televisione} ~~porta~~ ^{porta} ~~a~~ ^a ~~una~~ ^{una} ~~vita~~ ^{vita} ~~più~~ ^{più} ~~sedentaria~~ ^{sedentaria} ~~e~~ ^e ~~meno~~ ^{meno} ~~social~~ ^{social} ³². È probabile

che ~~senza~~ ^{senza} ~~la~~ ^{la} ~~televisione~~ ^{televisione} ~~la~~ ^{la} ~~gente~~ ^{gente} ~~sarebbe~~ ^{sarebbe} ~~più~~ ^{più} ~~attiva,~~ ^{attiva,} ~~e~~ ^e ~~invece~~ ^{invece} ~~di~~ ^{di} ~~passare~~ ^{passare} ~~le~~ ^{le} ~~giornate~~ ^{giornate} ~~attaccati~~ ^{attaccati} ~~a~~ ^a ~~uno~~ ^{uno} ~~schermo,~~ ^{schermo,} ~~vedrebbero~~ ^{vedrebbero} ~~più~~ ^{più} ~~la~~ ^{la} ~~loro~~ ^{loro} ~~famiglia~~ ^{famiglia} ~~e~~ ^e ~~i~~ ⁱ ~~loro~~ ^{loro} ~~amici~~ ^{amici}.

Per di più, è possibile che se la televisione non esistesse, i giovani sentirebbero meno pressione e forse in questo modo il mondo sarebbe più felice.

^{Per di più} I standard di bellezza dipinti nella televisione spesso mettono i giovani in difficoltà. Si sentono costretti a copiare questo modello della bellezza e si sentono infelici se non ci riescono. Forse senza la televisione potrebbero sentirsi più sicuri di se ed essere più felici.⁴⁷

Da l'altro lato, ~~un mondo senza~~ se la televisione non esistesse, il mondo sarebbe meno informato, e per conseguenza con più ingiustizia ~~la televisione aiuta a~~ informare la gente più fortunata dei problemi degli altri. Senza la televisione, questa gente ^{la più fortunata} sarebbe ^{meno informata e} ignorante della difficoltà e crudeltà di cui alcune persone soffrono e perciò non avrebbero modo di aiutarle. Per molta gente, il mondo sarebbe un posto più folle e difficile.

il mondo sarebbe un posto più triste. Non ci sarebbero più film, o serie televisive, e anche se ~~ci sarebbe ancora il teatro~~, come ^{forma di} divertimento ci ~~sarebbe ancora il teatro~~, di questo se ne ~~potrebbero~~ ^{potrebbero} disfruttare solo i più ricchi. Senza ~~poter vedere una puntata di una serie, o qualche film ogni tanto~~, la vita, per molti, sarebbe ^{la comodità della televisione,} ~~più~~ ⁵⁸ ~~quasi~~ ⁵⁸ ~~più~~ ⁵⁸ ~~barale.~~

In conclusione, ~~secondo me un mondo senza televisione sarebbe un posto brutto~~ ^{È vero che} in parte potrebbe aiutarci a vivere una vita più sana e meno stressante, ~~però a fin dei conti la televisione ci dà, ~~anche~~ felicità~~ ^{più} ~~con più importanza, la felicità e giustizia."~~

In conclusione, secondo me in ~~un~~ mondo senza televisione sarebbe un posto ~~piu~~ brutto. È vero che avrebbe dei vantaggi, ~~ma~~ pero a fir dei costi sarebbe un mondo triste e pieno di ingiustizia.



ResultsPlus Examiner Comments

This candidate is one of those who believe that there would be both advantages and disadvantages of a world without television: people would be healthier and more sociable, the negative influence of TV role models would be removed but people wouldn't be well informed and wouldn't be able to help those in need, plus we would miss one popular and cheap form of entertainment.

Many advantages and disadvantages are considered and developed in a logical manner, with a very clear stance and a balanced conclusion.



ResultsPlus Examiner Tip

This is a very good example to bear in mind when trying to produce a balanced essay.

Question 3 (a)

Candidates were required to explain to what extent the artistic and cultural heritage was exploited in the region or town studied. Many candidates did show knowledge of a place and were able to describe some key buildings and monuments but most struggled to provide any real evaluation of the extent to which the artistic/cultural heritage is exploited. Some mentioned tourism but there was no significant degree of analysis and points were generic and not well-substantiated. Answers were mostly descriptive and analysis was often simply implied or not very sophisticated at best.

Many essays did not demonstrate in depth reading and research but just a superficial knowledge of the topic.

The candidate demonstrates a limited understanding of the question set. There is some organisation and development but with limited conclusions being drawn. From the language point of view communication is satisfactory.

—	Chosen question number: Question 3 (a) <input checked="" type="checkbox"/>	Question 3 (b) <input checked="" type="checkbox"/>
—	Question 3 (c) <input checked="" type="checkbox"/>	Question 3 (d) <input checked="" type="checkbox"/>
Intro)	Venezia è una città molto culturale piena di cultura. È anche ricca in modo artistico.	
P1)	Carnevale di Venezia - più famoso del mondo molto unico - maschere La storia del carnevale Molto sfruttato nella città	
P2)	Il murano di Venezia - distretto artistico viene cominciato nel 18 secolo La storia - è	

Venezia è una città piena di cultura e anche ricca nel modo artistico.

Il Carnevale di Venezia è solo uno ^{degli} dei aspetti culturali. È una carnevale famoso d'apertutto, è unico perché la gente si indossa nelle maschere e i costumi. La storia delle maschere è semplice, nel 17 secolo le persone erano molto private, indossavano sempre nelle maschere quando uscivano dalla casa. C'erano diverse maschere diversi per occupazioni diversi, per esempio e dipendente sull lavoro le maschere potevano essere semplice o più complicate. Oggi giorno, i residenti di Venezia non mettono più le maschere ma in quel periodo del Carnevale, turisti e altri lo mettono tutto. Il Carnevale è molto culturale, quindi si può essere detto che l'aspetto culturale viene sfruttato molto nella città.

Nel parte artistico, c'è anche molto tradizione.

La storia dell'isola Murano di Venezia ha incominciato nel 18 secolo. In quel periodo, alla costruzione dell'vetro era un lavoro popolare e facevano tutti. Comunque, il governo era molto spaventato perché molti edifici erano costruiti da legno e avevano paura che si potrebbe prendere

fuoco facilmente. Hanno ordinato che tutti lavoratori in questo settore muovano all'isola di Murano in Venezia, dove ~~è~~ ^{ha} venuto il nome del vetro ^{(93.} Questo aspetto di Venezia è molto importante, perché il Murano di Venezia è conosciuto ~~in~~ in tutto il mondo. È quasi tradizionale per i turisti di visitare la città e comprare un po' di vetro di Murano. È così popolare che ci sono delle guide dell'isola di Murano. Allora, è ovvio che il patrimonio artistico viene sfruttato molto in Venezia.

Per concludere, gli aspetti culturali e artistici sono ~~più~~ sfruttati moltissimo in questa regione. Venezia è ~~viene~~ considerata una delle poste più famosi in tutto l'Italia e ~~grazie~~ ~~al~~ numero



ResultsPlus Examiner Comments

The candidate demonstrates a superficial knowledge of Venice and its cultural elements. Only two main points are mentioned: Carnevale and Murano's glass. Carnevale is addressed in very general terms, with possibly some inaccuracies, and without evaluating how it is exploited by the city. The same happens with Murano's glass, where some barely relevant details about its history are mentioned but its importance for the city is not analysed. The candidate does not take into consideration any of the monuments or art in Venice.

Overall there is virtually no analysis and limited reading and research.

With a choice like Venice the candidate could have mentioned a number of monuments and cultural traditions (San Marco, Accademia, various churches, etc.) but very little is mentioned. The candidate should have assessed how these are exploited. However, they only mention that the cultural and artistic aspects of the city are exploited a lot without substantiating this or explaining how.



ResultsPlus Examiner Tip

Points must be substantiated with data and facts should be evaluated.

Question 3 (b)

The most common periods chosen for Historical studies were Fascism and Risorgimento.

The majority of candidates found it difficult to identify a historical **event**. Frequently, a whole period was cited as having an impact on ordinary people rather than a significant event.

More successful candidates described a specific event but with little evidence of analysis and evaluation of the event. For example, those who did identify an event mentioned the *Spedizione dei Mille* and showed knowledge of the event and made a few comments about the unification of Italy but points were not well-substantiated and evaluation was limited.

Only few candidates managed to illustrate how the chosen event had affected ordinary people. Most responses were too generic and many appeared to be pre-rehearsed essays on a historic period as the question in the title was hardly addressed.

This candidate demonstrates an adequate understanding of the question with some evidence of reading and research. Organisation and development are also adequate. Communication is good as the language is mainly accurate and appropriate with a good range of lexis and structures.

Chosen question number: **Question 3 (a)** **Question 3 (b)**
Question 3 (c) **Question 3 (d)**

IL periodo che ho studiato è il Risorgimento nel 1815 fino a 1861 durante il processo d'unificazione d'Italia. L'argomento ho scelto è la spedizione dei mille.

Se la spedizione dei Mille non era successo che la penisola meridionale non sarebbe stato sotto il controllo del capo della spedizione, Garibaldi. Questo aveva un'impatto forte quando Garibaldi e il suo esercito si diressero le camicie rosse hanno conquistato il Sud d'Italia. La spedizione dei Mille ha cominciato a Genova fino a Teano.

Il sud della penisola era sotto il controllo dei Borboni e la maggioranza dei cittadini italiani volevano la libertà del ruolo straniero. Garibaldi e le camicie rosse attaccarono per l'unificazione d'Italia. Le camicie rosse hanno usato le tattiche guerriglia per conquistare il sud. Garibaldi e le camicie rosse hanno sbarcato a Sicilia nel 1860 e lo hanno conquistato nell'anno stesso e poi ha conquistato Napoli a 1860. Era significativo per i cittadini del Sud perché sono libertà del ruolo oppressivo dei Borboni. Se le tattiche guerriglia non avessero avuto molto potere che possibilmente

stato possibile quale avrebbe avuto un'impatta differenziata sulla gente comune nel Sud d'Italia.

Carovra ha mandato il re del regno Piemonte-Sardegna, Vittorio Emanuele II, a cercare Garibaldi prima Garibaldi e le camicie rosse sono arrivati a Roma. Sulla spedizione dei Mille Garibaldi ha incontrato Vittorio Emanuele II a Teano nel 26th ottobre 1860. Garibaldi ha dato i suoi conquisti a Vittorio Emanuele II.

In conclusione, questo avvenimento ha avuto un grande impatto e ha cambiato il processo di storia perché senza l'avvenimento il Sud d'Italia sarebbe rimasto sotto controllo straniero.



ResultsPlus

Examiner Comments

The candidate managed to identify an event (*la Spedizione dei Mille*) and made some points about its importance but mainly its impact towards the unification process rather than analysing the impact this event had on ordinary people. *I cittadini italiani* are mentioned but with little detail. The candidate clearly chose the most significant event at the beginning of the essay and developed his point with a clear conclusion. However, the main idea being developed is the impact of the *Spedizione dei Mille* on the unification of Italy rather than on the people, therefore development is not really effective towards answering the question set.



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Examiner Tip

This candidate has clearly carried on some research and had an understanding of the question set but partially lost sight of it as the essay developed, with a tendency to be a bit too narrative rather than analysing the facts. The candidate could have scored much higher if they had focused more on the question in the title and had included more details about how the unification of Italy affected ordinary people.

Question 3 (c)

The question on Aspects of modern society produced essays that were too generic and which were more of a discursive essay rather than research based. Youth, technology, the economic crisis, mafia and immigration were commonly chosen aspects.

Most candidates did not show much evidence of reading and research which resulted to no real conclusions being drawn. Many expressed their opinion but did not substantiate them with enough data.

This candidate displays a limited understanding of their chosen topic with not much evidence of reading and research. Organisation and development are just about adequate as times is repetitive. Communication is satisfactory, with an adequate range of lexis and structures.

Chosen question number: Question 3 (a) Question 3 (b)
Question 3 (c) Question 3 (d)

~~* Positivi~~

- ~~• i vecchi non vanno nelle case~~
- ~~• Opportunità di studio~~

~~negativi~~

- ~~• Crisi disoccupazione~~
- ~~•~~

Ogni società ha una evoluzione nel corso del tempo. Questi possono essere entrambi positivi ~~o~~ o negativi.

Secondo me, la società Italiana è cambiato più in negativo. La mia ragione per questo è perché la conoscenza su quanto ~~fa~~ ~~mat~~ danno la droga fa al nostro corpo si sta approfondendo ma tanti giovani e adulti continuano a farne uso. Nonostante il duro impegno ~~di~~ tante persone mettono in diffondendo ^{che la droga danneggia} diffondere i ~~danni~~ ^{danni} l'idea, dei danni che questi possono contribuire, ~~al~~ ^{al} nostro corpo, tanti giovani scelgono di ignorarli e continuare. Perciò, questo ha contribuito ~~contribuito~~ al ~~...~~

grande numero di morti ogni sabato ~~sera~~ sera. Questi giovani vanno nelle discoteche e assumono droghe e alcool. Purtroppo, non solo questi giovani sono inclusi ~~in~~ ^{anche} nella tragedia di un incidente stradale ma ^{anche} ~~povertà~~ ^{povertà} innocenti milioni. La società italiana è cambiata più in negativo a causa di questo.

Comunque, la storia dei giovani e la droga non è la sola ragione per la società italiana essendo cambiata per il negativo. La crisi economica e la grande percentuale di disoccupazione fa sì che la società e l'economia stessa non beneficia da questo. Per esempio, più persone lavorano e l'economia diventa forte ed è un ciclo così. Quando ~~pers.~~ persone lavorano di più e l'economia cresce, le persone che lavorano avranno un migliore modo di vita. Il ciò significa che ci sarà poca povertà e la società migliora perché maggior parte della società vive bene. Questo è il contrario ~~per~~ nella società italiana perché la disoccupazione è una grande problema. Tanti giovani finiscono l'università e rimangono disoccupati in Italia finché ~~non~~ lascino il paese. Questo problema, diminuisce la voglia di lavorare, infatti tanti giovani scelgono di smettere di ^{studiare} lavorare e non lavorare. Quando si è adulti e cominciano a costruire una famiglia, la famiglia sarà costretta a vivere in povertà. Il ciò ha grande impatto sulla società italiana.

Per concludere, la ~~vita~~ società Italiana è cambiata in negativo per ~~la~~ la scelta di ignorare cosa l'impatto sono gli impatti di droga e la crisi economica.



ResultsPlus

Examiner Comments

The candidate did not select one aspect of society but looked at various aspects starting off with young people and drugs, with a passing reference to road accidents, then moving on to the economic recession, then unemployment, then again young people abandoning school (and taking up the drugs issue again) and finally family ending up in poverty. All of these points are not really substantiated and this resulted to an unorganised essay.

The candidate should have concentrated on one or perhaps two aspects of society and evaluated their impact on society - whether society had changed in a positive or rather a negative way - in more depth. Points should have been substantiated by data stemming from some in-depth research. As it is, the essay is quite superficial.

Question 3 (d)

This was by far the most popular choice for question 3.

The most popular texts/films were still "Io non ho paura", "La vita è bella", "Cinema Paradiso", "Volevo I pantaloni".

Responses were varied but it was clear that many candidates knew the chosen work in great detail whereas others merely had a superficial understanding of it.

Candidates generally demonstrated evidence of reading but many responses had a tendency to be narrative: the work studied was recounted in great detail but the question was not addressed or they spent too long describing and narrating the ending so that they had few words left for the evaluation of whether or not it was effective and why.

More successful candidates were able to express why the ending of the novel or film was effective and to substantiate their responses by analysing to what extent.

Candidates were obviously free to choose their own stance as long as points were well-substantiated which they usually were, although a few candidates retold the plot and discussed themes without adapting them to the title. The majority of the responses were about *Io non ho paura*.

Most candidates discussed the novel and a few discussed the film version. Most of the candidates showed knowledge of the ending although a few only made passing reference to the events at the end. Analysis varied from a very quick reference to the title to more sophisticated but many felt that the ending was effective as it brings together the themes of the book/film. Some candidates mentioned the dramatic effectiveness and the tension at the end and the effect of these on the reader/viewer. There were also many responses on *La vita è bella*.

Again candidates generally showed knowledge of the ending although some gave a synopsis of the whole film and this was not what was required. Most considered the ending effective as it is tragic yet comic at the same time and also some felt that the fact that Guido killed is not the resolution that one might expect from a film and as such was more realistic and therefore effective.

There were a few reasonably good answers on Cardella's *Volevo i pantaloni*.

Candidates felt the ending was effective for different reasons, some felt that the story had come full-circle but that Annetta had finally got control of her life after deciding to go to the police and that marrying Nicola was in fact a positive step for her. Others felt that marrying Nicola was a sign of the unchanging nature of the society and that the effectiveness lies in the fact that although Annetta had tried to be different she conforms at the end and that it ultimately shows the futility of her struggle.

Many candidates opted to study different works this year like "Io e Te" by Ammaniti and the film "Mine Vaganti".

As usual, there were some instances where candidates did not score any points as they wrote about non-Italian films or texts.

This year there were also a few instances of candidates who did not specify which text/film they were writing about: it can be impossible to identify a work if the title is not provided, especially with less able candidates who do not provide even the names of the director or the main characters.

This candidate demonstrates a very good understanding of the question set and of the chosen text. Organisation and development are good as the material is well planned and well sequenced. Communication is also good as language is mainly accurate and appropriate with a good variety of lexis and structures.

Chosen question number: Question 3 (a)

Question 3 (b)

Question 3 (c)

Question 3 (d)

Nel finale del romanzo 'Io Non Ho Paura' il protagonista, Michele Ambrano, finisce per venire ferito dal padre durante un tentativo di salvare Filippo Carducci.

Il segreto di Filippo aveva già portato Michele, nel corso della storia, a crescere attraverso il pericolo e la paura. Aveva scoperto che in realtà l'uomo nero, le streghe e i lupi mannari non erano altro che gli adulti assetati di denaro e cambiati dalla prospettiva di ricchezza. Il finale del libro porta il lettore a capire più profondamente come l'essere assetati dall'~~avidità~~ ^{avidità} possa risultare in dolore.

Il padre di Michele, Pino, spara al figlio dopo avere pensato che egli fosse Filippo, ^{lui e gli altri rapitori} di cui avevano deciso di sbarazzarsi per paura di essere rintracciati dalle autorità. Il finale colpisce molto per diverse ragioni. La prima è la reazione di Michele che, pur credendo che stesse morendo, voglia che il padre scappi dai 'signori della collina'. La sua percezione dei poliziotti è che siano pericolosi e che suo padre debba salvarsi. Tutto ciò accade dopo che ~~tra~~ lui abbia già scoperto che suo padre è capace di rinchiudere un bambino della sua stessa età in un buco e trattarlo peggio

Questo, infatti, ~~Tutto~~ non può smuovere l'amore di un animale che il bambino prova verso il padre.

La seconda ragione per cui il finale colpisce molto è la reazione del padre, Pino. Sconvolto dal fatto che abbia appena sparato al figlio Pino resta al suo fianco e supplica alle autorità di ~~oggi~~ aiutarlo. Nonostante tutto ciò, lui continua a cercare di ^{giustificare} ~~spiegare~~ le sue azioni, ~~di~~ ripetendo continuamente "Non lo avevo riconosciuto". Questo può essere interpretato come uno stato di shock, ma allo stesso tempo fa capire che Pino non pensava più a Filippo come un essere umano. Infatti, il problema per Pino non sembra essere che abbia sparato a un bambino, ma a quello sbagliato. Non prova rimorso per il rapimento, ma solo per non avere riconosciuto suo figlio.

L'ultima ragione per cui il finale del romanzo possa essere considerato efficace è la mancanza di una fine vera e propria. Infatti, il lettore viene lasciato ^{a mollo} senza scoprire ~~se~~ cosa succede. Non si scopre se Michele muore o se il fatto che viene sparato alla gamba lo fa solo svenire. Non si sa se Filippo verrà riconciliato con la sua famiglia o cosa succederà agli adulti di Acqua Traverso. Questa ~~finisce~~ fa sì che i lettori debbano analizzare la situazione e creare loro un finale proprio. Tutto ciò li porterà ad analizzare più profondamente il significato del

libro', facendo sia che il libro non sarà dimenticato.
Tutti questi fattori creano un finale efficace
per una storia che esplora il rapporto tra le due
realta' dell'infanzia e dell'età adulta.



ResultsPlus
Examiner Comments

The candidate displays a very good knowledge and understanding of the chosen text, *Io non ho paura*. The essay starts off with a detailed but concise description of the events at the end of the book. Most of the essay is then devoted to analysing the reasons why this ending is effective. This analysis is articulated in three main points, which are generally relevant and fully substantiated by references to the text. The essay is also well organised, with an introduction, a logical development and a clear conclusion.

The candidate has focused clearly on the question set and has answered it fully. Most points are relevant, the only part that could possibly have been omitted is in the introduction (the references to *lupi mannari/uomo nero* - the reason for this paragraph is probably to give a brief overview of the whole story, which maybe could have been addressed better). Still, this is one of the best essays on this text.

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 should attempt using more complex structures with greater accuracy, such as the subjunctive and *periodo ipotetico*
- focus on accuracy in the use of the language. The most common errors are in verb conjugation, prepositions, articles and agreements being the most common mistakes
- practice more on the reading and interpretation of the essay questions
- remember 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:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Ofqual



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