ITALIAN

Paper 1346/01
Speaking

Key messages

In addition to linguistic ability, this exam also rewards the ability to handle knowledge and to express opinion. Therefore, a well-researched topic and the ability to take part in a spontaneous discussion can compensate for some of the language weaknesses.

General comments

Factual knowledge and opinion

Films and literary texts were a popular choice of topic this year. It is a wise choice as it offers plenty of scope for analysis, evaluation and opinion and allows candidates to demonstrate their full potential.

All candidates showed genuine interest in their topic and took pleasure in discussing it. Candidates have prepared their topic well and most of them showed the ability to present their knowledge well and also to provide coherent answers to the examiner's questions.

Presentations were generally well timed and well articulated, leading naturally to discussion. Most candidates were able to present a good range of pertinent information, had the ability to analyse material in an interesting way and to express their opinions in a naturally flowing conversation with the examiner.

Language (range and accuracy)

Language competence varied from good to very good, with no instances of communication being impaired by errors. Accuracy was generally high. The most common mistakes concerned the use of prepositions. There were occasional instances of lack of control over agreements, gender and sometimes over verb endings.

Pronunciation and Intonation

There were generally good or very good levels of pronunciation and intonation. The most common mistakes were misplaced stress and mispronunciation of double consonants.

Conclusion

Generally speaking, candidates showed a good understanding of what is required for this unit, were well prepared for the exam and performed to a high standard.

ITALIAN

| Paper 1346/02 |
| Reading, Listening and Writing |

Key messages

The requirements for doing well in this paper are:
- an ability to listen/read in a discerning fashion in order to locate pertinent items of information and discount extrenous material;
- to pay close attention to the rubric of the paper e
- to transfer pertinent content to correct answer format by manipulating the language where necessary to tailor the answer to the question.
- With regards to the writing section of the paper, candidates must use varied and accurate language and address all bullet points comprehensively in order to gain the highest marks.

General comments

Listening and reading sections: strong candidates answered fully yet concisely, using only information that directly answered the question rather than including unnecessary additional material. Their answers displayed convincing understanding of the whole passage rather than merely an attempt at transcribing what had been heard/read.

Writing section: high-performing candidates addressed all bullet points in a balanced and multi-faceted way, and were able to draw on specific parallels or examples to support their discussion of the stimulus, providing sound substantiation. Strong candidates displayed a clear understanding of, and engagement with, all bullet points, and were able to construct a clear response.

Comments on specific questions

Part I

Brano d'ascolto 2

Question 7

First of two marks generally gained; second mark sometimes lost by candidates who, trying to make sense of the mention of '1 euro' in the listening erroneously deduced that the faulty microphone had been bought in the equivalent of a pound shop.

Question 10

Again, the first mark was usually gained but the second occasionally lost due to the misunderstanding of 'volentieri' as 'volunteers'.

Brano d'ascolto 3

Question 16

On the whole well-handled, with stronger candidates recognising the need to highlight the scale of the concert given in Milan.

Question 21

Some candidates experienced difficulty with rendering the comparative in English clearly.

Part II

Testo di lettura 1

This part was answered successfully by most candidartes.

Testo di lettura 2

Question 31

On the whole anwered fully, though some candidates appeared to overlook the switch in focus to pupils (from parents in the previous question).

Testo di lettura 2

Question 45

Some candidates overlooked the idea that it was medal-winners specifically who were entitled to the 800 euros per month.

Question 49

It was necessary to pick up on the idea that Luciana was motivated by the thrill of hearing the national anthem (i.e. on the winners' podium), not simply motivated by the possibly rousing nature of the tune itself.

Part III

(a)   Candidates are advised to try to respond carefully to what is said in the stimulus rather than using this first paragraph as an overview of the following essay. Unfortunately, several candidates gave advantages rather than disadvantages for the second point. Some candidates amalgamated the last two bullet points, missing the opportunity to create two distinct paragraphs with clear internal coherency. Strong candidates responded showing accurate understanding of each bullet point and an ability to sequence content such that there was a clear structure and cohesion to the answer as a whole. For this, the successful manipulation of conjunctions is necessary.

(b)   Again, this topic was often well-handled but a few candidates got confused attempting to amalgamate disparate points (2 and 3, or even 3 and 4). A minority tried to imagine themselves into the position of already having a moped and therefore found it unnecessarily difficult to manipulate tenses successfully in the second and third points. However, there were some convincing, mature and well-rounded answers that mentioned issues of freedom (from either/both teenage or parental standpoints) or suggested alternative age limits with appropriate argument for example.