

ITALIAN (SHORT COURSE)

Paper 1346/01
Speaking

Key Message

In addition to linguistic ability, the speaking 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 are essential for doing well in this examination.

General comments

Assessment:

Factual knowledge and opinion (14 marks)
Range and accuracy (10 marks)
Pronunciation and intonation (6 marks)

Factual knowledge and opinion

Candidates can choose a topic of their own interest, provided that it is related to the history, current affairs or culture of an area of the world where Italian is spoken.

The choice of the topic is of paramount importance. Some topics, although well researched, may remain rather dry and unproductive in discussion. The great majority of candidates chose literary texts or films, which, when explored in depth, allow candidates to demonstrate their full potential. However, some films really do not do the candidates any favours unless their context is also thoroughly explored. Only a couple of candidates chose a different topic, related to Italian history.

All candidates showed genuine interest in their topic and pleasure in discussing it.

Presentations were generally well timed and well-articulated, leading naturally to discussion. Candidates were able to present a good range of pertinent facts and to express their opinions in a naturally flowing conversation with the Examiner.

Language (range and accuracy)

The majority of the candidates were able to use complex structures and a good range of vocabulary. Candidates were generally able to control their accuracy and they were ready to correct themselves when they realised they had made a mistake. The most common mistakes concerned the use of prepositions, sometimes influenced by English and other times by candidates' dominant foreign language, which may have also influenced vocabulary and structures at times. 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, some end vowel sounds and the pronunciation of double consonants.

Conclusion

All candidates had a clear understanding of what is required for this unit, were well prepared for it and many performed well.

ITALIAN

<p>Paper 1346/02 Reading, Listening and Writing</p>

Key messages

The requirements for doing well in this paper are:

- to listen/read in a discerning fashion in order to locate pertinent items of information and discount extraneous material;
- to pay close attention to the rubric of the paper;
- 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: successful candidates answered directly and succinctly, targeting the required information and avoiding the inclusion of unnecessary additional material. Their answers conveyed convincing understanding of the passages.

Writing section: high-performing candidates addressed all the bullet points in a balanced fashion, with internal coherence to their paragraphs and linking each into the broader context of the essay. They produced solid, well-substantiated arguments to support their discussion of the stimulus. Candidates must avoid being overly anecdotal.

Comments on specific questions

PART I

Brano d'ascolto 1

Most candidates completed the gap-filling, multiple-choice exercise successfully.

Brano d'ascolto 2

Question 12

Successful candidates picked up on the use of the word *specifico* in the question. It was not sufficient to say which department Alessandro worked in.

Question 13

Successful candidates identified that the reason Fauci was being mentioned at all was that he was another Italian to have won the prize. A number of candidates answered a different question along the lines of 'mention two things about Fauci', saying simply that he was another winner of the prize and what he won it for, overlooking the context given by the interviewer's question, *E ci sono altri italiani...?*

Brano d'ascolto 3

Question 20

Close reading of the question again was the key to obtaining both marks. Some candidates answered a different question, along the lines of 'What is the approach to curing illness in Japan?', or providing a vague comparative that failed to identify which approach predominated in either country.

PART II

Testo di lettura 2

Question 37

Successful candidates identified the concepts of a notice period and a cooling-off period.

Testo di lettura 3

Question 40

Successful candidates focussed on what Irone actually said, rather than extrapolating from the first paragraph to talk about separation. They identified the opposition 'prohibition' versus 'education'.

Question 41

Tutelare remains problematic for some candidates.

Question 46

The transition into English was handled with variable success: the term 'hard and soft' drugs was sometimes rendered as 'strong and weak', 'heavy and light' – not the same.

PART III

- 47(a)** This stimulus led to some well-argued, impassioned responses, with strong referencing of contemporary events. The best answers convincingly sequenced their paragraphs, giving the impression of a coherent essay rather than a series of disparate medium-length answers to the issues raised by the bullet points.
- 47(b)** Some candidates struggled to pin down the differences between online and 'traditional' shopping, overlooking different life circumstances that could render one more appealing than the other or indeed the relative economic impact of each. Vague comments that 'the government should do something to help' were not rewarded. The best answers contained some original proposals for innovation on the part of 'traditional' shops and were able to contemplate a variety of scenarios beyond their own personal experience to demonstrate that there was a role for both virtual and 'traditional' shopping.