



External Assessment Report 2012

Subject(s)	Italian
Level(s)	Standard Grade

The statistics used in this report are pre-appeal.

This report provides information on the performance of candidates which it is hoped will be useful to teachers/lecturers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published question papers and marking instructions for the examination.

Comments on candidate performance

General comments

In general, candidates' performance was satisfactory. A small number of candidates achieved full marks in the both the Reading and Listening papers.

Areas in which candidates performed well

In general candidates performed reasonably well in the Reading papers, particularly at General and Foundation Levels, and well in the directly graded Speaking and Writing elements.

General Reading

Most candidates knew how to identify:

- ◆ Question 1: the school activities listed
- ◆ Question 2: the vocabulary for school materials
- ◆ Question 3 (a) & (b): school subjects
- ◆ Question 5: how pupils travel to school

In Question 8 most candidates were able to match up names to identify what some young Italians like to do with their pocket money.

General Listening

Most candidates knew how to identify and understand:

- ◆ Question 1 & 2: where the Italian boy lives
- ◆ In Question 3: descriptions of the house

In Questions 4 & 5 most candidates were able to understand details about the boy's school and routine.

Question 11 was particularly well done, with most candidates able to identify what someone was planning to do after work.

Foundation Reading

Most candidates were able to understand the majority of details relating to the context of a summer holiday in Italy. Topic areas that were well done included

- ◆ Question 1: time of day
- ◆ Question 2 (a): sports
- ◆ Question 3: clothes

- ◆ Question 5: places in town
- ◆ Question 6: items in a menu
- ◆ Question 9: a part-time job.

Foundation Listening

Most candidates were able to understand the majority of details relating to the context of an exchange visit to an Italian school. Topic areas that were well done included:

- ◆ Question 1: age
- ◆ Question 2: school subjects
- ◆ Question 4: family
- ◆ Question 5: pets
- ◆ Question 6: food and drink
- ◆ Question 8: arrangements for an evening out
- ◆ Question 10: jobs.

Areas which candidates found demanding

In the Folio of Writing candidates were able to write about familiar topics. As in previous years there was clear evidence of careful preparation and support, though at times too much, with little variation in candidates' work.

In the Reading & Listening papers some of the lexical difficulties encountered were surprising given the basic nature of some of the vocabulary such as number (singular and plural), months, family members (cousin).

A number of areas of difficulty were encountered in the Credit papers.

Credit Reading

- ◆ Question 1: Nord Orientale; al quinto posto; il terzo parco europeo per numero di visitatori; meno di un euro attuale.
- ◆ Question 2: spettacoli di; quattro volte più grande; il più grande cinema quadrimensionale d'Europa.
- ◆ Question 3: sport all'aperto; a tutti i centri vacanza che organizzano soggiorni; nei primi mesi dell'anno; una notevole capacità di comunicazione.

Credit Listening

This paper was found to be demanding by a majority of candidates. The areas of vocabulary that caused the most difficulties were:

- ◆ Question 2: dovete riportarmi la lettera firmata domani
- ◆ Question 3: il sei marzo; per tre notti; con un volo diretto; 500 sterline
- ◆ Question 4: con questi soldi possiamo pagare delle escursioni quando saremo in Italia

- ◆ Question 5: i genitori dovranno pagare il volo
- ◆ Question 8: c'è un centro commerciale che rimane aperto
- ◆ Question 10: portare qualcosa da leggere durante il viaggio e la macchina fotografica
- ◆ Question 11: se la valigia pesa più di 15 chili dovrete pagare un supplemento

Advice to centres for preparation of future candidates

General

Where time permits, centres should continue to reiterate the importance of checking over answers, particularly in the Reading papers where candidates have access to a dictionary. Dictionary misuse has been identified as an issue in the past and continues to be so. Candidates should be reminded not simply to accept the first entry for a given word, but to double-check the meaning in the context of the passage.

Writing Folio

In some cases there has been an improvement in the selection of contexts for the Writing Folio, with few centres preparing candidates for a dialogue format which, as indicated in previous reports, can be limiting. However many centres continue to prepare candidates for Folio topics such as 'School' or 'Family' which may be restrictive and repetitive for more able candidates unless there is development by way of range of language structures, tenses and vocabulary.

Reading and Listening

Some candidates' answers in the Reading and Listening were imprecise, for example, failing to pay due attention to singular/plural, tense, possessives, person of the verb etc. This was particularly evident in the Listening at Credit Level.

At times, insufficient detail was provided, particularly so at Credit level where some responses in note form were simply too brief, or where there was confusion between adjacent questions.

In supported questions where candidates are asked to tick (✓) a certain number of boxes, some candidates did not use the maximum number of ticks available.

Statistical information: update on Courses

STANDARD GRADE

Number of resulted entries in 2011	190
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Number of resulted entries in 2012	402
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Statistical Information: Performance of candidates

Distribution of overall awards

Grade 1	27.4%
Grade 2	23.1%
Grade 3	19.7%
Grade 4	20.4%
Grade 5	7.2%
Grade 6	0.7%
Grade 7	0.0%
No award	1.5%

Grade boundaries for each assessable element in the subject included in the report

Assessable Element	Credit Max Mark	Grade Boundaries		General Max Mark	Grade Boundaries		Foundation Max Mark	Grade Boundaries	
		1	2		3	4		5	6
R	26	18	13	32	24	17	33	23	17
L	25	16	11	26	17	10	27	18	13