



## External Assessment Report 2011

Subject	<b>Italian</b>
Level	<b>Standard Grade</b>

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

There is normally a biennial swing upwards and downwards in the number of candidates being presented because there are centres which present Italian in alternate years. With two centres not presenting Italian this year there was a significant drop in the overall number of candidates. However, the performance of the remaining cohort of candidates overall was good, particularly at Credit Level.

A useful indicator of the overall ability of the cohort can be established from the directly-graded elements of Speaking (internal) and Writing (external) and in Teachers' estimates overall. These indicators corroborated the overall good quality of candidates.

## Areas in which candidates performed well

Candidates performed particularly well in Reading, and in the directly-graded elements of Speaking and in the Writing Folio, although to a slightly lesser extent in the latter.

## Areas which candidates found demanding

The Listening element is generally more demanding than others, and this proved to be the case once again. As in previous years it is likely that this is due to the timed format of the paper, which does not allow candidates the opportunity to review questions with access to the stimulus unlike eg the Reading.

Specific difficulties in lexis and structures were encountered in the following questions:

### Credit Reading

Q1 *disoccupazione*: Not linking the noun *l'inquinamento* with all three items mentioned as in *problemi come l'inquinamento dell'aria, dei fiumi e dei mari*.

Q2 *sette aule sono fuori uso, infiltrazioni d'acqua dal soffitto, un albero* (translated as hotel).

Q3 *sui film* (translated as singular)

### General Reading

Q2 *record mondiali*

Q3 not distinguishing the difference between *cameriere* and *cameriera*.

Q4 incomplete information for ***alla periferia di Roma*** and *scrive la sua **prima** canzone*.

Q5 *ha **vinto** il concorso di musica di San Remo*.

## Foundation Reading

No issues.

## Credit Listening

Q1 *una festa **tradizionale**.*

Q2 *l'ultima settimana del mese di luglio*

Q3 Close listening skills required here to answer 'when does the festival begin?' *La festa comincia **la sera** ma sarebbe meglio andarci **il pomeriggio**.*

Q5 *si vestono in costume medievale*

Q7 *che piacerà a tutti sia ai vecchi che ai giovani*

Q9 *va in pensione dopo 30 anni di lavoro in banca*

Q10 *Ci sarà anche un cugino che viene dagli Stati Uniti. È la prima volta che viene in Italia.*

## General Listening

Q2 ***vicino** al castello*

Q5 *Pasqua*

Q12 *sarà meglio prenotare un tavolo.*

## Foundation Listening

No issues.

# Advice to centres for preparation of future candidates

## Reading

Candidates were well prepared and generally made appropriate use of the dictionary.

A number of candidates made use of a highlighter pen to identify where the essential information might lie with the text of a passage. Where this was done the technique proved to be effective and generally resulted in full marks being attained for a given question.

There were occasions where candidates missed out on some marks because their answers were too brief, eg just one basic piece of vocabulary. There may be some confusion about the interpretation of the 'extraneous information' rule, with candidates being told not to exceed the number of points for a given question. However, this rule is given to encourage candidates to provide as much detail as possible that is relevant to the question based on the stimulus.

## Writing

Candidates were well prepared, although on occasion, there was little variation from candidate to candidate in the content and structure of the Folio submissions. This might suggest a degree of over-preparation which centres should avoid.

As ever, misuse of the dictionary was a feature in some candidates' work. Common errors included adjective agreement, verb endings, and a lack of distinction between singular and plural forms of words.

Specific errors included confusion between *è* and *e*, plural forms of words ending in *-io*, eg *negozio*; *fare movimento* not *fare esercizio*; *studio otto materie che includono* not *include*; the difference between *andare a fare la spesa* (supermarket shopping) and *andare a fare spese* (clothes, gifts etc); *un albergo a 5 stelle* not *di 5 stelle*; *lavorare molto* not *duro*.

## Listening

Candidates sometimes failed to identify basic vocabulary, even at Credit Level, eg months, time of day, family relations (cousin), and phrases such as 'the first time'.

It would be useful to impress upon candidates the importance of establishing the correct mindset for the listening scenario. This can be achieved by careful, detailed reading of any rubrics which are intended to set the scene, as well as intensive reading of the individual questions. Candidates may wish to annotate (underline, circle, highlight) the question paper to bring key pieces of information to the fore.

## Statistical information: update on Courses

### Standard Grade

Number of resulted entries in 2010	444
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Number of resulted entries in 2011	190
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## Statistical Information: Performance of candidates

### Distribution of overall awards

Grade 1	35.8%
Grade 2	26.8%
Grade 3	18.9%
Grade 4	11.1%
Grade 5	4.7%
Grade 6	0.5%
Grade 7	0.0%
No award	2.1%

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

Assess-able Element	Credit Max Mark	Grade Boundaries		General Max Mark	Grade Boundaries		Found-ation Max Mark	Grade Boundaries	
		1	2		3	4		5	6
R	26	18	13	32	24	17	33	23	17
L	25	18	13	26	17	10	27	18	13