

2023 ASSESSMENT REPORT

ITN315114 ITALIAN

Oral Assessment

The standard of candidate this year was excellent with all candidates passing the exam and two thirds of students scoring in the A-B range. The examiners commented on how well-prepared the candidates were and how at ease they were when speaking the language. Even candidates who were not as fluent as others seemed to be clearly enjoying the opportunity to communicate in Italian and this was very reassuring for examiners as speaking in another language in an exam setting can be incredibly stressful for students. The examination team would like to congratulate candidates and their teachers for making this year's oral examination a true pleasure to conduct.

Written Examination Paper

Section A: Listening and Responding

The marking team for this section reported that overall, the students had acquitted themselves very well indeed. Whilst certain passages stretched some students, the standard of comprehension was above average and there was a strong correlation between the grade distribution in both the listening comprehension and the oral exam which was very encouraging to see.

Spoken text 1 – Question 1

This passage caused very few problems for students as the topic was easily recognisable. The major issue of concern was the small number of students who would see that a question was worth several marks but reply with only one piece of information. This leaves examiners with little opportunity to reward understanding. The marking team encourages students to pay more attention to the individual marks of each question when giving their answers.

Spoken text 2 – Question 2

The topic presented in this text was familiar to students and so most of them experienced few problems. The major challenge here was that candidates missed attaining a higher grade because they had not provided enough detail in their responses. The format of using tables in the exam seems to have been well-received by students.

Spoken text 3 – Question 3

This question posed some challenges for students as fewer students scored in the higher range. Some candidates insisted on once again only giving one-word answers with one candidate leaving blanks for several questions. Even though this passage was about explaining the meaning of several idioms, the issue of idioms at this level is a challenging one as the course is so packed with content that they seem to arise only in context and largely through reading passages. The text required students to use Italian to understand

Italian and then re-explain in English through a listening passage, presenting a challenge to many students. Only one student answered question H correctly.

Spoken text 4 – Question 4.

Whilst students did well in this passage, there were aspects of the listening that students found challenging and that resulted in fewer candidates scoring in the higher range. It is noted that there were some abstract vocabulary e.g., *ugualianza*, *fratellanza*, *governare* which may have been difficult for students to work out.

Section B: Reading and Responding

In this section, most students responded well to the three reading passages, demonstrating their understanding of the written word in Italian. All students obtained a pass grade or above.

Question 5:

This passage on the expression “attaccare bottone” was well understood by most students, with only the multiple-choice question proving to be problematic for several candidates. In Question 5 (g), the multiple-choice options presented a scenario where two choices were plausible. Some students opted for 'a possible explanation' as their answer, while others selected 'a factual account.' The latter choice is also valid, given that the passage reports or describes a specific fact.

Question 6:

Most candidates found this passage to be very accessible as it focussed on a popular Italian rock band. Some candidates did not provide enough detail in their responses to merit a higher score. It was noted that candidates should pay particular attention to the marks attributed to a question. For example, question i) was worth three marks but some candidates were giving just one piece of information. Several candidates left blank responses to questions which the marking team found concerning. Question l) where students had to think more globally about the passage stumped some candidates with one or two clearly making an educated but incorrect guess. Questions of this nature can be highly subjective, but the marking team kept a broad mind and most students managed to give plausible answers based on the text. The adjective “pagano” was problematic with one or two candidates thinking it was related to the verb “pagare.”

Question 7:

This was the hardest passage with students struggling with the sheer density of abstract vocabulary and at times, the concepts expressed. The top range candidates displayed high level of vocabulary enabling them to recognise the cognates required to identify the unfamiliar word. The B-C range candidates provided less detailed answers and in some cases just left the question blank. Two students in the multiple-choice section marked two answers instead of one. No marks were lost for incorrect spelling or grammar if the answer was understandable.

Section C: Writing in Italian

	Q8	Q9	Q10	Q11	Q12
Number of candidates attempting the question	2	3	1	1	0

This year's distribution showed that candidates had a definite preference for questions 8 and 9 essay topics. The students managed the writing section very well with a good spread of grades concentrated in the A-B range. The candidates produced essays that had good flow and were clear and fluent in their use of the relevant vocabulary and grammatical structures for their chosen topic. Candidates chose topics that they knew they could manage as opposed to selecting a topic they were more interested in doing but did not have the range of vocabulary or structures to write about adequately. Candidates wrote to the word limit with only one student writing slightly under what was expected. Students used dictionaries well and the quality of the essays was in the higher range this year. The challenges this year were: spelling, articulated prepositions, auxiliary verbs with compound tenses, placement of direct and indirect pronouns and adjectival agreement in particular a lack of consistency e.g., switching between feminine and masculine endings when talking about the same person. The positive aspects of language usage included good control of tenses and associated forms in general, excellent range of vocabulary and effective use of simple and complex structures.

As always, this report could not conclude without congratulating the setting examiner and critics on a job well done. Your dedication and hard work have resulted in another group of students being able to demonstrate the skills they have acquired this year while celebrating their love of Italian language and culture.

ITALIAN (ITN315114)

2023 MARKING TOOL

Section A – Listening and Responding

Spoken Text I: Question I

- a)** What time does Antonia's exam begin? **(1 mark)**

At 10

- b)** Why does Antonia welcome Samuele to sit with her? **(2 mark)**

She is too worried/anxious/nervous (1)

About the Ancient History exam (1)

- c)** Who is Samuele waiting for and what will they be revising together? **(2 mark)**

For his friend/my friend (1)

Modern philosophers (1)

- d)** What topic have Antonia and Samuele both enjoyed studying? **(1 mark)**

Ancient/Greek philosophers

- e)** Which two (2) other exams does Antonia still have to do? **(1 mark)**

Japanese (1/2)

Mathematics (1/2)

- f)** Which exam scares Antonia and why? **(3 marks)**

Ancient History (1/2) because writing lots tires her out (1) for that exam she has to write practically the whole time (1) for 3 hours (1/2)

- g)** What did Samuele tell his boss at work? why? **(3 marks)**

He's not available (1) for 2 weeks (1) so the boss doesn't call him/ask him to work (1)

- h)** What does Antonia look forward to doing when she has finished her exams? **(2 mark)**

Stay in bed for two days (1) without seeing a word (1)

Spoken Text 2, Question 2

Listen to the spoken text and complete the table in English, giving as much detail as possible. (16 marks)

If you were to visit 'Carnevale' in Italy this year, which season and month would you travel?	Winter (1) February (1)
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City celebrating 'Carnevale':	Venice
The region of Italy the city is in:	Veneto (1)
Choose the description from the list below for each:	Famous and elegant (1/2)
Describe what you can see at the 'Carnevale' in each city/	People in masks (1) On gondolas and Saint Marks/San Marco square/piazza (1)

City celebrating 'Carnevale':	Viareggio
The region of Italy the city is in:	Toscana/Tuscany (1)
Choose the description from the list below for each:	fun (1/2)
Describe what you can see at the 'Carnevale' in each city/	Floats/carriages (1) Representing popular characters/of politicians, musicians, sports people (1)

City celebrating 'Carnevale':	Putignano
The region of Italy the city is in:	Puglia (1)
Choose the description from the list below for each:	Oldest in Europe (1/2)
Describe what you can see at the 'Carnevale' in each city/	Big sculptures (1) Made of paper (1)

City celebrating 'Carnevale':	Ivrea
The region of Italy the city is in:	Piemonte/Piedmont (1)
Choose the description from the list below for each:	Historical (1/2)
Describe what you can see at the 'Carnevale' in each city/	A battle/fight (1) With oranges (1)

Spoken Text 3 – Question 3

a) How long has Elena been in Italy? **(1 mark)**

3 months

b) Who sometimes uses expressions that Elena doesn't understand? **(1 mark)**

Her classmates (1)

c) In the example Elena gives of the expression 'mi raccomando' what should/shouldn't she do? **(2 marks)**

She shouldn't forget the homework (1) for Tuesday (1)

d) How does Stefano explain what 'mi raccomando' means? **(3 marks)**

Used to give advice (1) when teachers or parents (1) tell you what you have to do (1)

e) How did Elena react when she was told 'figurati' by a friend? **(1 mark)**

She thought she had done something wrong/made a mistake

f) What did the expression actually mean? **(1 mark)**

You're welcome/prego

g) How does Stefano explain the following expressions? **(2 marks)**

i. Brutta figura

You have made a mistake/done something wrong (1)

ii. Bella figura

People will think well of you (1)

h) What does Elena think the expression 'come mai' means? **(1 mark)**

It means why/because 'perche'

i) What two (2) things does Stefano tell her about this expression? **(2 marks)**

Used when something surprises you (1)

Can only be used to ask a question (for why – not because) (1)

Spoken Text 4 – Question 4

a) According to the legend in this text, what is the meaning for each colour of the flag?

(3 marks)

Green: our grassy fields (1)

White: snow on the mountains that remains all year (1)

Red: blood from those killed in war (1)

b) What does the article claim about this legend?

(1 mark)

That it isn't true/ this isn't it's real meaning

c) Where and in what year does the history of the flag begin?

(2 marks)

Bologna (1)

In 1794 (1)

d) What/who did the two students rebel against?

(2 marks)

The power that governed the city/the city government (1)

In power for almost 200 years (1)

e) What inspired them to rebel and create the flag?

(2 marks)

The French Revolution (1) The French flag (1)

f) How did they change the flag and why?

(2 marks)

They changed the blue to green (1) to be different to the French flag (1)

g) According to the article, what are the three (3) values the Italian flag actually represents?

(3 marks)

Freedom/Liberty (1)

Equality/society without discrimination (1)

Brotherhood/Fraternity/solidarity (1)

Section B – Reading and Responding

Part I – Question 5

- a)** How is the expression ‘attaccare bottone’ used these days? **(2 marks)**

When someone won't stop talking (1) and says things that no one is interested in (1)

- b) i)** How long ago did the events described take place? **(2 marks)**

Approximately (1) 100 years ago (1)

- ii)** And what had not yet happened at that time?

The zip on our jeans had not been invented

- c)** What are the two (2) reasons that women spent a lot of time sewing on buttons? **(2 marks)**

The clothes had many buttons (1) the buttons often came off (1)

- d)** Where were the big houses where the families lived, and where did the women gather to sew? **(2 marks)**

In the country (1) in a common room (1)

- e)** What are the two (2) things described at the end of the story as being the ‘same thing’? **(2 marks)**

Attaching/sewing on buttons (1) useless chatter that never ends (1)

- f)** What does ‘boredom’ have to do with the meaning of the expression ‘attaccare bottone’? **(2 marks)**

Any reasonable answer (type b question)

Sewing buttons is boring/ attaching buttons is so boring that people want to chat/ doing a boring activity makes you say boring things etc.

- g)** Which one (1) of these options best describes this piece of writing? **(2 marks)**

A possible explanation

“A factual account” was also accepted by the marking team.

Question 6

a) What does Alessandro say about why things happen in Rome? **(2 marks)**

Because they had to/have to happen (1) not because of money or business(1)

b) i) How does Alessandro feel about himself? **(1 mark)**

He feels pagan (1)

ii) How does this feeling relate to the city's history? **(2 marks)**

Rome was pagan (1) before Christian (1)

c) According to Alessandro, what two dimensions meet in Rome **(2 marks)**

The dream (1) the possible (1)

d) What does Damiano say about being a person in Rome? **(2 marks)**

Any 2 of these 3:

- You are a spectator*
- You endure/experience/live the city*
- You will never count for anything.*

e) What does Damiano want his girlfriend to do differently to live in Rome? **(2 marks)**

Stop controlling things (1) abandon yourself/let yourself go to/with the city (1)

f) What does the barista who works below Damiano's apartment think of him? **(2 marks)**

He is the guy/boy/young man from the top floor (1) he's nice (1/2) and well-mannered/educated (1/2)

g) How does Thomas feel about the area of Trastevere? **(1 mark)**

He's in love with it

h) How did he get to know it? **(1 mark)**

He took/stayed in an Airbnb there during the pandemic

i) How does he describe it? **(3 marks)**

Luminous/light (1) 10 000 inhabitants (1/2) who know each other (1/2) people are in close contact with you (1)

j) Victoria describes an experience from her past. What was it and when and where did it happen?

(4 marks)

Any 4 of these:

- *In Monteverde or in a tranquil area in Rome*
- *During the years of middle school*
- *She and other musicians began playing on the street*
- *They were laughed at/made fun of*
- *People thought them strange with bizarre clothes.*

The marking team also accepted other reasonable answers as students were confused by the question “when” as the passage talks about when she was in la scuola media and also when she was da piccolo.

k) How does Victoria feel now when she returns to Rome?

(1 mark)

She feels at home/she isn't lost in the world/she can go in the world without getting lost

l) Describe the overall feeling of the musicians towards Rome now

(2 marks)

(Type b) any reasonable response indicating a positive feeling.

Eg. They love it/like it/it is their home/ they are happy to be there etc

Part 2 – Question 7

a) Quali emozioni umane sono sulla lista suggerita all'inizio dell'articolo?

(3 marks)

½ point for each of the following:

- Gioia
- Rabbia
- Paura
- Sorpresa
- Disgusto
- tristezza

b) Cosa pensano molti psicologi su queste emozioni e la cultura d'origine di una persona?

(3 marks)

Universale/stesse per tutti (1)

Non importa dalla nostra cultura (1) d'origine (1)

c) Qual era la teoria dello scienziato Charles Darwin su questo argomento?

(2 marks)

Nasciamo con la capacità/sono innate (1)

Animali hanno le stesse emozioni di noi (1)

d) Perché le emozioni sono sviluppati nella evoluzione degli animali?

(1 mark)

Per la sopravvivenza

e) Per che cosa è utile la curiosità?

(4 marks)

Any 4 of these:

- Esplorare il mondo
- Scoprire cose nuove
- Scoprire cibo nutriente
- Sperimentare con nuove risorse
- Sperimentare e fare errori per capire possibilità
- Per capire le possibilità

f) Completa la tabella con informazioni dal testo

(5 marks)

Emozione	Protegge da:
disgusto	<ul style="list-style-type: none">- Mangiare cibo andato male- Infezione dal virus
Rabbia	<ul style="list-style-type: none">- Difendere cibo/perdere il cibo- Difendere la famiglia/predatori della famiglia
Paura	<ul style="list-style-type: none">- Predatori- Perdersi dal gruppo/allontanarsi dal gruppo

g) Secondo te, questo articolo è stato scritto per

(2 marks)

Spiegare la evoluzione delle emozioni