

ASSESSMENT REPORT 2020

ITN315114 – ITALIAN

ORAL ASSESSMENT

The shortened conversation exam this year did not seem to affect the overall performance of candidates. The students were well prepared and seemed to genuinely enjoy their conversations with the examination team. Many students were able to express themselves freely, and could make themselves understood with the grammar knowledge they had gathered over the year.

Once the basic lines of questioning were covered, students seemed eager to move onto extension questions, which helped examiners to ascertain a clearer idea of each candidate's level of competency. Examiners were impressed at the level of some candidates who had only studied Italian for one year. Once again, teachers and students should be very proud of what they have achieved in this challenging year.

WRITTEN EXAMINATION PAPER

Part I - Listening and Responding

Candidates did very well in this section, even though there were a few challenges along the way.

Spoken text I - Question I

Some students had problems with question (a) in this section in that rather than commenting that the bag's colour was "natural", they focused on how well it would go with their jacket. Otherwise, this passage was well received.

Answers:

- (a) What is it about the bag that is in the shop window that appeals to Silvia? *1 mark*
The colour (½) is natural (½)
- (b) When was the model of this bag put onto the market? *2 marks*
Winter (1) 2020 (1)
- (c) Name four of the items that are suggested that could fit into the smaller bag. *2 marks*
Any four of the following (half marks each):
- wallet
 - hankie
 - keys
 - mobile phone
 - coins
 - credit card
- (d) Why will Silvia not allow herself to buy the bag that she had been looking at? *1 mark*
It is too expensive, or, she has already bought too many shoes and clothes this month

- (e) Name two things that you learn about the second bag that is shown to the customer. 2 marks
 Any two of the following (1 mark for each item):
- last year's model
 - costs less
 - costs 350 euros
 - robust or strong
 - elegant style
- (f) What gives Silvia hope that her mother might buy it for her? 1 mark
 It is almost (½) Christmas (½)
- (g) When do she and her mother plan on returning to the shop? 1 mark
 Tuesday (½) afternoon (½)

10 marks total

Spoken text 2 - Question 2

For this text, markers decided that for question (c) they would accept “espresso” as well as “really strong” as the idea is contained in the word espresso. In question (d), the markers noted that as the verb “read” was already contained in the question, a full mark would be awarded to “magazine”. In question (b) the word “water” was accepted as a full mark.

Answers:

- (a) At what time does the author get up each Sunday morning? 1 mark
 9 o'clock
- (b) What is the first thing she drinks and why? 2 marks
 (a glass of) water (1) because friends tell her (½) it is good for your health (½)
- (c) How does she like her coffee? 1 mark
 Really (½) strong (½) or espresso (1)
- (d) What does she read whilst she is drinking her coffee? 1 mark
 A magazine
- (e) What usually happens around 11 am? 1 mark
 The cat (½) comes to the door (½) or she feeds (½) the cat (½)
- (f) Whom does she usually meet for lunch? 1 mark
 Her best (½) friend (½)
- (g) Name the things she mentioned that they sometimes do after lunch. 3 marks
 (Any six items of information for the three marks)
- visits parents
 - in a nearby / town
 - if weather is nice
 - go for a walk
 - at the sea
 - or in the country

- (h) What would a typical Sunday evening be for them? 1 mark
Choose a good film (½) go to the cinema (½)

11 marks total

Spoken text 3 – Question 3

The markers were curious at the ordering of questions for this passage. They felt that question (a) should have been question (g), as it was a type-3 question in nature that asked students to form an opinion based on the entire text.

This ordering of the questions would have been fine had it been a written passage, as students would have had time to reflect and go over the passage as much as they wanted. However, the listening really started in with answers that applied directly to the second question (snippet one) which may have thrown some students. This said, it did not ultimately affect students' final grades for this passage.

For question (a) markers also accepted "hostels" and "at the front desk". For question (c) students received a half mark for "room 39". Some students replied with "near the piano" obviously not remembering the other meaning the word could have. In question (e) some students did not know the Italian for "other side" and question (g) had some students mentioning bathrooms instead of coastal views.

Answers:

- (a) Where were all these snippets of conversations taking place? 1 mark
In hotels/in hostels/at the front desk
- (b) What is no longer available at the first establishment and how can this be rectified? 3 marks
No single rooms (1) can transform double room (1) to family rooms (1)
- (c) In the second snippet, where is the woman's room situated? 1 mark
Third (½) floor (½) (half mark for room 39)
- (d) Under what condition will children under 12 years of age be charged half price? 1 mark
If they share a room with parents
- (e) Where is the hostel situated? 1 mark
Other side (½) of the square (½)
- (f) What does the proprietor offer to do to accommodate the children? 1 mark
Add two beds
- (g) What would you be expecting to gain if you paid an extra 20 euros per day at the last place? 2 marks
View (1) of the coast (1)

10 marks total

Spoken text 4 – Question 4

This passage was unique in that it was the only passage where the instructions in English concerning the subject of the reading were included in the recording itself. Candidates had few problems with this passage. In question (b), some students only mentioned tourism and did not mention working in a travel agency. This omission did not affect greatly the overall grade of most students.

Answers:

- (a) Why did Alessandro choose this particular school for himself? *1 mark*
He likes languages
- (b) What would he like to do as a job after he finishes high school? *2 marks*
Work in tourism (1) possibly travel agency (1)
- (c) What would he need to do in order to be able to work as an interpreter? *1 mark*
Go to university
- (d) What is his preferred way of spending the afternoon? Give as many details as possible. *2 marks*
- going for a walk (½)
 - around her town (½)
 - with his girlfriend (½)
 - and having an ice cream (½)
- (e) Name six of the subjects offered at his school. *3 marks*
- French (½)
 - German (½)
 - Italian (½)
 - English (½)
 - Biology (½)
 - History (½)
 - Maths (½)
 - P.E. (½)
- (f) Where is Mr Beveridge from? Be Specific. *1 mark*
London (½) England (½)
- (g) Give details of what they study in Mr Beveridge's classes. *2 marks*
English (½) language (½) and culture (½) of English speaking countries (½)
- (h) Name two of the things he finds difficult about English. *2 marks*
Any two of the following:
- grammar
 - expressions
 - vocabulary
 - pronunciation

14 marks total

PART 2 - READING AND RESPONDING

Students obviously enjoy doing reading comprehensions as they performed very well in this section. They paid attention to detail and appeared to have mastered the key features of doing well in a reading comprehension test. The marking team was very happy with the passages selected but were surprised to discover that student answers revealed some challenges in the first passage.

Question 5:

This text proved a little challenging for students in regard to one specific question. Only three students answered question (f) according to the marking guide provided. When the marking team looked at the particular section in the passage concerning this answer, it became apparent why students may have struggled with their own answers.

Italian is a gendered language, but its pronouns usually require an initial noun to clarify what the pronoun represents. The phrase "l'ha vista all'improvviso" has no referential noun to establish a context. The marking guide assumes that students will take the "la" to mean a woman, but it could have equally been "la mucca... etc."

Students provided answers ranging from 'this is all a dream' to 'the person was under the influence of drugs!' In question (h) points were awarded more freely as the markers found that students provided a broad repertoire of answers that matched the answer given in the marking guide.

Answers

- (a) Describe how the man was walking at the beginning of this tale. *2 marks*
No hurry (1) and no destination (1) or dreamily or something similar (2)
- (b) Give details about what this person was looking at as he walked? *4 marks*
People (½) passing (½) wearing colourful (½) light (½) clothing (½) shopping bags (½) full of (½) appetising stuff (½)
- (c) How do the houses seem different to normal? *3 marks*
More cheerful (½) taller (½) window (½) flowers (½) more intense (½) red (½)
- (d) What was the weather like on this particular day? *2 marks*
No clouds (1) sun shining (1)
- (e) How does the author describe how the man was feeling? *4 marks*
Just (½) born (½) light (½) innocent (½) rather than walking (½) felt as though he was flying (½) his heart (½) beating fast (½)
- (f) From the hints given in the text, what do you think made him feel this way? *2 marks*
Had fallen in love or just seen a beautiful woman
- (g) Where was he seated at the conclusion of the story? *2 marks*
As the front door (1) of his house (1)
- (h) Describe the mood of this text *2 marks*
Dreamy, nostalgic or anything like this

21 marks total

Question 6:

This passage was well received by students and they had few difficulties. The marking team accepted a range of answers, which encapsulated the gist of the answers provided for question (e) in the marking guide.

Answers

- (a) According to this article, what is this car aiming to revolutionise? *1 mark*
The way we transport (½) our dogs (½)
- (b) What information is given about the Kennel Club? *2 marks*
Most important (½) British (½) animal (½) association (½)
- (c) What are the benefits and disadvantages of having a boot area of quality leather as suggested in the article? *2 marks*
Easy to clean (1) but also easy to destroy or damage (1)
- (d) In what way is having a large space an advantage? *2 marks*
Can fit in two medium size dogs
- (e) What makes having a ramp such an excellent idea? *3 marks*
Could be difficult (½) for old (½) or ill dogs (½) to climb (½) jump in (½) if car is high (½)
- (f) What does the author of this article think about having a shower available for the dog? *2 marks*
Any two pieces of information- has doubts/silly/strange idea/not necessary
- (g) According to the article, in which circumstances might the warm air pump come in handy? *2 marks*
After a walk in the rain
- (h) Which of the two cameras inserted in the car does the author find useful and why? *3 marks*
The camera, which allows the driver to see what, is happening in the boot
- (i) Name a publication where you would find an article like this? *2 marks*
Possible answers:
- car magazine
- newspaper
- blog
- community newspaper

19 marks total

PART 3 - WRITING IN ITALIAN

	Q7	Q8	Q9	Q10	Q11
Number and percentage of candidates attempting the question	11 (58%)	1 (5%)	4 (21%)	0 (0%)	3 (16%)

Students scored well in this section and the students were given a very good range of topics from which to choose. Very few students submitted work which was too short to obtain a passing grade (as there was not enough text produced to give an accurate assessment of the student's level).

A majority of students opted for question 7, as they obviously felt comfortable with this style of essay topic. Whereas no candidates attempted question 10 which involved creating a story. Question 9 was handled well because it allowed students to draw on all the descriptive language they learn in the early phase of their course. Question 11 allowed students to use some of the more everyday and/or simple idiomatic expressions they had learnt during the year.

Generally speaking, the writing had good flow and it seemed that the students had planned out what they were going to say before they started to write. The same grammar issues occurred this year as in the past. The main culprits this year were the use of tenses and prepositions, especially with geographical terms. This said, each year the students' level of grammar seems to be improving and this is directly linked to the wonderful work done by their teachers.

In conclusion, I would like to thank the setting examiner for producing an interesting and well-constructed set of exam papers, which were contemporary in nature and appealing to students. This is a vital role in the examination process, which is often overlooked in reports of this kind, but without which we would struggle to reward students fairly for all the work they have done throughout the year.