

## Italian B

### Overall grade boundaries

#### Higher level

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 14	15 - 29	30 - 45	46 - 58	59 - 72	73 - 84	85 - 100

#### Standard level

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 12	13 - 27	28 - 45	46 - 57	58 - 70	71 - 86	87 - 100

### Higher level internal assessment

#### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 3	4 - 6	7 - 12	13 - 17	18 - 21	22 - 26	27 - 30

### Recommendations relating to IB procedures, instructions and forms

An important first point to make is that generally the new format of the orals appears to have been well understood and not to have presented any major problems. There were a few minor issues, including the fact that some schools did not upload samples correctly. To prevent these problems as far as possible, we would encourage teachers to consult the *Handbook of procedures for the Diploma programme*, which is made available every year.

There were, however, instances where teachers failed to provide a caption for the photographs used in the orals. We would therefore encourage teachers who have not already done so, to check the exact procedures for conducting the examination with their programme coordinator. Teachers are required to choose a title for each photograph which should help the student to focus on the programme option studied in class that he or she wishes to address.

We would ask teachers not to confuse standard level and higher level procedures: at higher level, students are not required to choose between two photographs, but instead must choose which programme option they wish to address using the single photograph and caption they are shown. Finally, teachers should try not to ask candidates the same questions, but instead vary the questions for each candidate.

As is the case every year, alongside the large number of candidates with a good command of language, there are students who have much more difficulty with fluency of speech. We noted that teachers had generally understood and applied the guidelines on conducting the examination. The photos and associated titles gave students the opportunity to use language based on the chosen part of the programme.

## The range and suitability of the work submitted

On the whole, the choice of pictures and titles was good. A number of candidates clearly demonstrated that work completed throughout the year was paying off.

## Candidate performance against each criterion

The best results were achieved against criterion B. With regard to language, there were several cases where candidates demonstrated a very wide range of vocabulary and a grasp of Italian culture; there were shortcomings with respect to complex verbal structures, prepositions and the use of some verb tenses.

Across all examinations, candidates demonstrated a very good understanding of the teacher's questions and there was good interaction with the teacher. There were only very few instances where conversations did not flow coherently. We found that candidates sometimes got into difficulty when they tried to express more complex ideas.

## Recommendations for the teaching of future candidates

Teachers are asked to continue the efforts they have made this year, which have proved successful, including endeavouring to select photographs and titles that are motivating for candidates. We would also encourage them to continue to ensure that the questions they ask candidates do not require a simple "yes" or "no" answer; students must formulate an opinion, express a personal viewpoint as spontaneously as possible. This is all with a view to testing candidates' language skills more effectively.

## Standard level internal assessment

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 3	4 - 6	7 - 12	13 - 17	18 - 21	22 - 26	27 - 30

### Recommendations relating to IB procedures, instructions and forms

In general, the new format of the orals appears to have been well understood and not to have presented any major problems.

However, there were some instances where teachers failed to provide a caption for the photographs used in the orals. We would therefore ask teachers who have not already done so, to check the exact procedures for conducting the examinations with their programme coordinator. Teachers are required to choose a title for each of the two photographs shown, which should help the student focus more effectively on the programme option to which the photograph relates. It was also noted that the same photo was used for several candidates: we would remind teachers that the same photo may be used for a maximum of five candidates, but the caption must be different for each student.

As regards the conduct of the examination, there were cases where teachers asked candidates the same questions or where they asked questions which made candidates repeat what they had already said in their presentation. Teachers should therefore try to use different questions for each candidate and choose ones that stimulate a spontaneous and non-repetitive discussion with the students.

### The range and suitability of the work submitted

Candidates often displayed a good knowledge of the vocabulary needed to describe the selected pictures; this confirms that the course content had been thoroughly covered and absorbed. A number of subject areas had been covered and these were generally relevant to the programme.

### Candidate performance against each criterion

The examiners concur that the new examination format appears to allow greater spontaneity in the dialogue between teacher and students. Some less strong candidates however relied a little too much on their notes at the expense of spontaneity; this should be avoided.

The format of the examination made it possible to differentiate more effectively between candidates according to their preparation and work throughout the year. A good many students were able to use the chosen picture as a starting point to talk about themes they had most probably covered in class, but without neglecting to describe the picture correctly.

Of the two assessment criteria, the best performance was against criterion B; candidates demonstrated some interactive skills, showing an ability to listen well and to present observations coherently. Candidates had some difficulty when formulating more complex ideas.

## Recommendations for the teaching of future candidates

We would like to congratulate teachers on their work and we would encourage them to continue with the approach taken towards the new format.

Where necessary, we would ask teachers who have not already done so, to check the exact procedures for conducting the examination with their programme coordinator. To prevent any practical problems as far as possible, we would encourage teachers to consult the *Handbook of procedures for the Diploma programme*, which is made available every year.

As far as conducting the examination is concerned, we would call upon teachers to continue their efforts to achieve a more spontaneous discussion in the second part of the examination. This involves asking candidates questions that do not require a simple “yes” or “no” answer, but which help them engage in an authentic discussion, thus enabling the assessment of the student’s real interactive and receptive skills.

## Higher level written assignment

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 3	4 - 7	8 - 11	12 - 14	15 - 18	19 - 21	22 - 25

## Recommendations relating to IB procedures, instructions and forms

We would urge teachers to fill in the forms correctly.

Particular attention should be paid to ensuring the candidate number is correct. It is not uncommon for the candidate number on the hard copy of the form to be different from the number on the IBIS.

Candidates should also be reminded to check the number of words in their task as well as in the rationale.

## The range and suitability of the work submitted

In general, candidates produced assignments that complied with examination guidelines. The text types were fairly varied, sometimes quite sophisticated and completely suited to expressing the candidate's point of view. On the whole, the assignments were adequately linked to the work studied. And the overall picture appears to be very positive.

## Candidate performance against each criterion

Criterion A: a large number of candidates demonstrated a good command of the language and, at any rate, an adequate command to complete the set task.

Criterion B: overall, it can be said that candidates had a good understanding of the requirements of the task. So, in many cases they tried to produce a piece of writing that demonstrated that the literary work had been read and understood correctly. They also sometimes displayed a degree of originality. Connection with the literary work was generally clear and effectively developed.

Criterion C: candidates appear to have grasped the essential features of the text types chosen and complied with the conventions quite effectively. The most popular text types were a diary entry, continuation of a story, newspaper article, letter and interview. Candidates only rarely chose a text type that was not really appropriate.

Criterion D: this is the criterion that was most frequently penalized. A number of candidates did not provide an adequate or sufficiently clear introduction to the work studied. A good number of candidates clearly expressed the aims of their assignment, but there were still several candidates who failed to provide an adequate or indeed any explanation of how their aims have been achieved.

## Recommendations for the teaching of future candidates

Firstly, we would like to point out that teachers have done a considerable amount of work and this has paid off. It only remains for us to encourage teachers to continue in this vein.

In particular, teachers should continue to ensure that candidates have a clear understanding of what is expected of them in the different parts of the task, including the rationale, especially as regards introducing the work and how candidates intend to fulfil their aim.

As far as the task is concerned, it is also important to encourage candidates not to overlook the fact that the creative assignment must demonstrate a connection with the work to which it refers. The reader must be able to recognize that the content of the task is reasonable in terms of the work read. It is also important for students to comply with the text types listed for paper 2.

It only remains for us to urge teachers to continue to help candidates by recommending they become as familiar as possible with the conventions of the various text types. In fact, the wider the range of text types candidates can master, the easier it will be for them to express their personal view on the work.

## Standard level written assignment

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 3	4 - 7	8 - 12	13 - 15	16 - 19	20 - 22	23 - 25

### Recommendations relating to IB procedures, instructions and forms

Particular attention should be paid to ensuring that the candidate number is correct. It was not uncommon for the candidate number on the hard copy of the form to be different from the number on the IBIS.

There were no particular problems regarding the sources used by candidates as their basis. However, the importance of accuracy when citing the electronic references for sources should be noted. It is very useful to attach a hard copy of the sources (even simply in the form of a booklet containing all the sources used).

### The range and suitability of the work submitted

Candidates appear to have really tried their best to be successful in this assignment. However, the results were not always satisfactory. The marks were very wide-ranging.

### Candidate performance against each criterion

Criterion A: for a large number of candidates, language presented a major difficulty. This hindered their ability to present their assignment clearly and to organize the content of the task.

Criterion B: a large number of candidates successfully demonstrated their understanding of the texts and produced relevant assignments. However, what proved to be more difficult was integrating adequately the information from the sources into the text produced. In a frequent number of cases, the references to the sources were incomplete or related particularly to one or two of the sources. Candidates who copied large sections from the source texts were few and far between.

Criterion C: in general, producing an appropriate text type did not present any great problems. However, candidates could have done better. A diary entry, a blog, letter, email, interview, newspaper article were the most commonly chosen text types, but there were also emails and speeches.

Criterion D: this is the criterion that was proportionally most penalized. A large number of candidates had difficulty producing a sufficiently clear and/or complete introduction for their

assignment. The most common shortcomings: lack of references to sources; failure to state the text type, no explanation of the aim and/or how the aim has been achieved.

## Recommendations for the teaching of future candidates

We would like to thank teachers who, on the whole, managed to ensure this new exam format was introduced without any problems. We would just like to stress the importance of making students aware of the following points:

- what the examination consists of
- not to forget that the task and the rationale must contain a prescribed minimum number of words to avoid being penalized, but that a word limit of 400 words must not be exceeded for the task
- the requirement to refer to source texts in the rationale as if they were addressing a reader who was not familiar with the source texts
- the importance of demonstrating their understanding of an adequate amount of content information from the sources
- the requirement to use all the source texts
- not to forget that the assignment must demonstrate a connection to the texts on which it is based
- they must take time to think about the organization of the assignment so as not to produce a type of collage
- it is important to pay careful attention to the specific features of the text type chosen
- using sources does not consist of copying passages but involves integrating ideas into an original piece of text.

It would be good idea for candidates to continue to become accustomed to producing different text types and to keep practising their intertextual skills.

## Higher level paper one

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 11	12 - 23	24 - 31	32 - 37	38 - 44	45 - 50	51 - 60

### The areas of the programme and examination which appeared difficult for the candidates

Candidates appeared to be generally well-prepared for this component of the examination: a rather large proportion of them achieved excellent or very good results. Despite the fact that some of the tasks were slightly different from the ones presented in past papers (the

increased number of “open” questions, for instance), the general standard was quite satisfactory. Perhaps fewer candidates achieved top grades, but it is my impression that a larger number than in the past did very well. Indeed, the challenge of the increased number of texts to deal with was met successfully, even if occasionally the technical difficulty of dealing with 5 rather than 4 texts might have impinged on the results. Possibly the slightly reduced number of top grades might have been influenced by the cancellation of the Written Response, in which excellent candidates traditionally performed remarkably better than very good or average candidates.

The questions that proved to be most difficult were those which required identifying the text type and the purpose of a text (namely questions 6, 15, 19, 56 and especially 31, which was in absolute terms the question that candidates got wrong more often). Some specifically grammar-based questions proved quite challenging, too. In some cases, as in question 55, the answers were plainly wrong, in some others (as in questions 13 and 38) they were inaccurate, as to noun gender or singular and plural, but these inaccuracies were not penalized. Vocabulary was occasionally a challenge even for good candidates (especially in questions 2, 7, 28). Text comprehension was, all in all, quite satisfactory, even if the True/False exercise, which has traditionally proved to be tricky, continued to be a challenge even for the best candidates; in some cases it is more an exam strategy issue than a real obstacle, as candidates tend to write too much or too little in their justifications, thus making it very difficult for the examiner to evaluate whether they have really understood a particular question. Besides this kind of obstacle, text C proved the most difficult text, as it generally happens with the literary excerpt, which entails a more sophisticated comprehension of textual and linguistic subtleties.

A comparatively small proportion of candidates encountered difficulties in all kind of tasks: generally, the change in format did not have much impact – positive or negative – on weaker candidates.

## The areas of the programme and examination in which candidates appeared well prepared

Candidates generally appeared to be well-prepared in most areas of the exam: exercises that were particularly successful were those on guided text comprehension (such as question 1), on connective elements (questions 5, 8, 9) and most tasks on vocabulary (questions 3, 4, 30, 46, 47, 48). Also, candidates’ performance in open questions was quite pleasing, although with marked differences between good and weak candidates.

## The strengths and weaknesses of the candidates in the treatment of individual questions

Following the positive trends of the last couple of years, candidates seemed to be well-equipped with exam strategies, even if more practice is still required on True /False exercise, in order to train students to try and identify the relevant portions of the text to cite in the justification. Grammar and vocabulary knowledge was mostly dealt with competently as was text comprehension. Candidates seem to encounter difficulties in questions that require some



evaluation on their part as to the tone or an alternative title of a text and in some questions aimed at determining their mastery of linguistic subtleties. In one of such questions, however, (38) a number of candidates failed to get the point because they did not pay enough attention to the instructions, which clearly identified the paragraph which contained the correct expression (in this case, the “alternative” answer that a number of candidates chose was close in meaning to the correct one, but in a different part of the text). Again in the same question, a number of candidates misunderstood as they had disregarded the instruction that specified that the expression contained 5 words.

## Recommendations and guidance for the teaching of future candidates

Teachers seem to have done a good job in preparing their students for this component. I can only encourage them, once more, to continue to expose candidates to a wide variety of texts in order for the students to be able to face confidently the various types of comprehension tasks. As this year’s exam contained a larger proportion of open questions than in the past, more time should be devoted to this specific kind of exercise. Finally, some specific work on idioms would greatly benefit the students, who have often proved to be a bit at a loss in this area, often just because they were not able to identify the precise words required for the answer (generally writing more words than necessary to be awarded the point).

## Standard level paper one

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 7	8 - 15	16 - 21	22 - 26	27 - 31	32 - 37	38 - 45

### The areas of the programme and examination which appeared difficult for the candidates

The candidates appeared to have responded very well to the new programme. The elimination of the written response exercise was certainly beneficial for the vast majority of candidates and contributed to having a percentage of sevens much higher than before. Another factor helping a lot of candidates this year was the absence of True/False questions plus justification, which in the past had always created difficulties.

The most problematic questions in this year’s comprehension paper were the ones asking to identify a specific sentence or word in the text; some the open questions related to the general meaning and some grammatical questions about nouns and linking words.

## The areas of the programme and examination in which candidates appeared well prepared

The majority of candidates were able to recognize different types of texts and generally demonstrated to have acquired the skills necessary to understand written texts, such as scanning text for details, identifying key words, being able to pay attention to the use of structures. In the case of the strongest candidates, this was associated with evidence of good reception of vocabulary linked to a variety of topics, understanding of some idiomatic expressions used in context as well as comprehension of a variety of structures.

The most successful candidates were the ones that fully understood not only the texts but also the questions and instructions. Apart from the general comprehension of meaning, the ability to pay attention to details was what made the difference. In open questions, the strongest candidates were able to identify the required details and to answer precisely, whilst a lot of candidates wrote too many words for some of their answers. The weakest candidates copied long chunks of texts and therefore lost the points.

## The strengths and weaknesses of the candidates in the treatment of individual questions

Text A was the easiest text and the majority of candidates had no difficulties in answering most of its questions. The only exceptions were Q4, where several candidates copied the wrong sentence from the text and Q11, where many students put “infatti” instead of “differente”.

The questions about text B proved to be rather difficult, except for Q12 which was answered well by most candidates. The most difficult question for this text was Q13 as it required a rather detailed understanding of a relatively long section of the text combined with the comprehension of a drawing. The following questions, Q14, Q15 and Q16 proved also challenging for several candidates, as many got confused between the different options given for the titles of the paragraphs. In Q15, many candidates answered C instead of G.

Text C was well-understood by many candidates, despite its ironic tone which is usually an element of complication in comprehension. In particular, most students answered Q24, Q29 and Q31 well and there was a relatively successful turnout even for more complex questions about meaning and purpose, like Q32 and Q33. The most problematic question for text C was Q27, because most candidates answered “autoradio” instead of “volume”, failing to remember that it is a female word, despite finishing with an “o”.

Text D was expectedly the most difficult text, especially questions like Q37, Q38 and Q41 which required the candidates to identify a specific expression in the text. However, even for text D there were questions that proved to be accessible to a lot of candidates, namely Q36 and Q42.

## Recommendations and guidance for the teaching of future candidates

- Teachers need to remind their students that they do not need to write in full sentences. Indeed, in some cases they can be penalized for doing so if it is not clear that the candidate has understood the focus of the question.
- Students also need to fully appreciate the importance of reading carefully not only of the texts but also the questions and instructions, as they often lose points because they pick a sentence or a word from the wrong portion of the text.
- Teachers should also encourage their students to spend time reading carefully the different options in order to improve in multiple choice questions.
- When matching words, candidates should use their grammatical knowledge to help them narrow their choices.
- The difficulty shown in questions like Q11 also suggests that the teachers should invest time and energy in cloze exercises, especially with linking words.
- The weakest candidates had difficulty answering questions because of a limited knowledge of vocabulary. Activities and techniques should be used in the classroom to allow candidates to build up a good base of vocabulary linked to the topics on the programme.
- Lastly but importantly, students should pay more attention to handwriting: distinguishing between C and G, E and F was particularly troublesome. If examiners cannot read the response, even if correct, they cannot award the point.

## Higher level paper two

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 7	8 - 14	15 - 20	21 - 26	27 - 32	33 - 37	38 - 45

### The areas of the programme and examination which appeared difficult for the candidates

Candidates had a good understanding of the new examination format and so there were no real technical issues as a result of the changes. We congratulate teachers on their work.

## SECTION A

### Criterion A

There were some instances of difficulties with more complex structures in the examinations at this level.

### Criterion B

In many cases, candidates did not achieve the highest marks either because they did not focus sufficiently on the question or due to a lack of organization or supporting details.

### Criterion C

Sometimes, candidates could have done better if they had used a richer variety of text type features.

## SECTION B

### Criterion B

Candidates made an effort to organize their arguments, but they could have done a little better. It is true that they do not have a great deal of time, but they must try to gain a good grasp of the question as well as to focus on the organization of their text rather than simply producing a collage of ideas.

## The areas of the programme and examination in which candidates appeared well prepared

## SECTION A

### Criterion A

Once again this year, there were a large number of candidates who demonstrated a good command of language with a wide range of vocabulary.

### Criterion B

Generally, students successfully communicated their message.

### Criterion C

Conventions appropriate to the text type were generally evident.

## SECTION B

### Criterion A

There were a large number of candidates who achieved a fairly high mark.

## The strengths and weaknesses of the candidates in the treatment of individual questions

### SECTION A

Q.1 No particular problems with this question, except in the case of a few rare candidates who used vocabulary that was slightly inappropriate and overly aggressive.

Q.2 Some candidates did not read the instructions carefully enough or understand them adequately and described a personal journey and what they enjoyed about it without addressing peoples' responses to the problems of daily life.

Q.3 A great deal of effort was invested in this question and this was sometimes met with success. Some candidates produced a speech rather than an introductory address, which was penalized.

Q.4 This question generated a lot of enthusiasm, however, many candidates confused the verb "assistere" with the verb "aiutare", presumably due to its close similarity to the English verb with this meaning.

Q.5 Fewer candidates opted for this question with very varying results.

### SECTION B

Candidates generally made every effort to find arguments and to organize them. However, the results were not consistent: there were scripts that were, grammatically speaking, strictly correct but which contained very few noteworthy ideas while also there were candidates who presented and organized their arguments in quite a sophisticated manner.

Some candidates did not have a clear enough understanding of the instructions. Students were required to discuss, among other things, if the present era is different from others; some candidates did not pay enough attention to the expression "ai nostri giorni". Consequently, some responses were in part irrelevant.

The chosen text types were not particularly varied: there were a great many diary entries and emails to a friend.

## Recommendations and guidance for the teaching of future candidates

- We would encourage teachers to remind students about the prescribed minimum number of words for each part of the examination, to avoid being penalized.
- Candidates should continue to work on their ability to produce arguments that express genuine reflections in a limited amount of time, with particular reference to section B.
- It appears it is still relevant to remind candidates to be sure to read properly the

question or the instructions in general. Teachers should perhaps consider providing specific practice in this area.

Providing candidates with a broader knowledge of a variety of text types would perhaps enable them to express their point of view more effectively. It would be helpful if candidates became more proficient at using the specific features of the various text types: for example, emphasizing the differences between a diary entry and a story in the first person or letter; or between a contribution to a debate and an introduction to a debate etc.

## Standard level paper two

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 3	4 - 7	8 - 12	13 - 14	15 - 17	18 - 22	23 - 25

### The areas of the programme and examination which appeared difficult for the candidates

A proportion of students demonstrated that they had worked hard on the programme. However, some candidates had problems regarding the use of more complex structures and certain linking words required for the overall organization of their texts. In the case of the weakest students, there were additional issues regarding a lack of vocabulary and significant weaknesses in basic grammar.

### The areas of the programme and examination in which candidates appeared well-prepared

Candidates are beginning to be more and more at ease producing the various text types, but there is still a little work to be done in this respect. We noted that some candidates had grasped the issues linked to the various areas of the programme as well as the appropriate vocabulary required to express them.

### The strengths and weaknesses of the candidates in the treatment of individual questions

Q.1 This question was not chosen by many candidates, but those who did, sometimes produced an interesting and accomplished piece of writing.

Q.2 This question did not inspire many candidates, but the texts produced contained a wealth of students' experiences.

Q.3 This was one of the most developed questions. Candidates often presented a large number of arguments. The text type was generally appropriate.

Q.4. This question generated a lot of enthusiasm, however, many candidates also confused the verb “assistere” with the verb “aiutare”, presumably due to its close similarity to the English verb with this meaning.

Many students talked about the practical organization of the event rather than focusing on the reasons for going to the event.

These pieces of writing took various forms: sometimes the text type was not really appropriate. In some cases, there was too much focus on the titles and there was not enough emphasis on the development of content, just a bare outline.

Q.5 A certain number of candidates described the role of the mobile phone and computer in school work, as required by the title. However, very few candidates developed the second aspect of the question, namely changes in the way people focus, which meant they were partially penalized.

## Recommendations and guidance for the teaching of future candidates

- We would encourage teachers to remind students about the prescribed minimum number of words, to avoid being penalized.
- It appears it is still relevant to remind candidates to read the question title or the instructions in general properly. Teachers should perhaps consider providing specific practice in this area.
- It would also be helpful if candidates became more proficient at using the specific features of the various text types: for example, emphasizing the differences between a newspaper article and an interview or between an official letter, a pamphlet and a petition; or between a contribution to a debate and an introduction to a debate etc.