

## Italian B

### Overall grade boundaries

#### Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 15	16 - 30	31 - 45	46 - 58	59 - 71	72 - 84	85 - 100

#### Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 13	14 - 27	28 - 44	45 - 58	59 - 71	72 - 85	86 - 100

### Higher level internal assessment

#### Component grade boundaries

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

### Recommendations for IB procedures, instructions and forms

This year there were no major problems concerning procedures, using forms correctly or meeting deadlines for submitting exams. In a few cases some problems with audio were noted, due to noise in the examination room. Some examiners noted that comments from teachers were too brief or not specific enough. Some comments had been written in English and not in Italian. Occasionally some mismatch between the comment and the grade awarded was observed. In rare cases, the photos presented did not correspond entirely to the guidelines in the Language B Guide, especially when candidates were given not one but several photos as part of a collage.

### Candidate performance against each criterion

This year saw a higher number of candidates at the good and very good levels, with a clear reduction in the number of weak candidates and practically no very weak candidates. Candidates showed good or very good mastery of the language, expressing themselves with ease. Their expression sometimes

seemed native, with the use of correct and even rich and idiomatic language. Intonation was very rarely an impediment to communication.

The new exam format certainly contributed to letting candidates demonstrate their ability more clearly. The questions from teachers, which were suitable and varied, open and sometimes stimulating, allowed for good testing of the candidates through spontaneous discussion.

Among the difficulties noted, three separate elements stand out:

- The presence of interference from other languages, notably Spanish, English and sometimes French.
- Some weakness in the use of tenses and more complex structures of the language, but also inaccuracies in basic structures.
- Some gaps in vocabulary specific to certain themes of the programme.

## Recommendations for the teaching of future candidates

We can only congratulate teachers on how they have prepared students for this examination.

We will just allow ourselves to issue a few reminders and suggestions in light of what has already been stated above.

We reiterate that photos should be selected by teachers and shown to candidates 15 minutes before the examination, in order to better test the candidates' abilities and to encourage, among other elements, a spontaneous presentation.

It is also important that the same photo is not used more than five times. Moreover, the caption should be different each time.

It is important to fill out the form fully with exhaustive comments.

It would also be useful to check the quality of the recording and to avoid recording exams in noisy rooms or in rooms where other activities are taking place which can cover up the teacher's or candidate's voice.

Given their good general knowledge of the language and their receptive and interactive skills, it would be desirable to encourage candidates to perfect their vocabulary specific to the different themes of the programme.

Finally, it would be useful for students to more systematically strengthen their ability to use some more complex structures in the language, but also some of the more basic structures.

## Standard level internal assessment

### Component grade boundaries

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

### Recommendations for IB procedures, instructions and forms

This year the procedures for submitting examinations were generally followed. The examinations arrived within the time limits. The images were appropriate, as were the captions. The forms had been correctly completed. The guidelines on use of time were generally adhered to. Teachers always attempted to encourage candidates and support them in overcoming exam stress.

The questions asked by teachers generally allowed for a good test of the candidates' skills.

Nevertheless, we would like to point out some anomalies that were present in a very limited number of cases:

- Teachers, perhaps with the intention of helping candidates, left too much room for the presentation, which did not allow for sufficient testing of the students' interactive and receptive skills, and could have penalised them.
- The caption used for the image was the same for several candidates.
- There was no caption.
- The questions asked by the teacher were the same for each candidate.
- The questions did not relate to the subject to be discussed but rather, as per the old format of the examination, to the candidate's personal life (their plans for the future or personal tastes), and did not allow for developing a real discussion.
- Faced with a candidate with obvious difficulty in answering their question, some teachers decided to repeat it several times rather than asking a different question or phrasing it differently.

### The range and suitability of the work submitted

Several themes were covered and candidates seemed very familiar with the issues and vocabulary linked to the programme subject they presented.

Teachers did considerable work to ensure both that students had prepared the programme themes and that they were able to discuss them.

It would have been desirable at times to expand on the subject dealt with, which sometimes remained limited to the image shown.

## Candidate performance against each criterion

Overall, candidates succeeded in their presentations, the language was comprehensible and there were not many serious hesitations. Sometimes candidates relied on the notes taken during the preparation of their presentation, which made their speech less spontaneous. It has to be said however that teachers often helped students get involved in the discussion by using the resources at hand to reduce exam stress and facilitate the candidates' responses.

The new examination format does seem to be functioning correctly and really does allow candidates to be spontaneous to a much greater extent, while allowing teachers to keep the discussion at the required level to test the student's skills.

## Recommendations for the teaching of future candidates

We can only encourage teachers to carry on largely as they have been doing in preparing candidates like they did this year. Nevertheless, we remind them that the requirements of the new examination format are clearly set out in the Language B guide.

It would be desirable for teachers to motivate students to learn to be spontaneous and carry on short discussions without needing a written text in front of them.

It is important for questions to be as varied as possible, to be different for each student and above all for them to always be open-ended, that is to say that they do not require candidates to answer "yes" or "no".

Teachers are requested to ensure that candidates introduce themselves in Italian and that they do not forget to state their name and candidate number.

## Higher level written assignment

### Component grade boundaries

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

## Recommendations for IB procedures, instructions and forms

This year procedures seem to have been well followed, and forms correctly completed.

## The range and suitability of the work submitted

Candidates seem to have understood the task well and to have been enthusiastic in drafting their texts.

Several types of text were chosen, namely: interviewing one of the characters from the novel, changing the end of the novel, adding an additional chapter, a page from the diary of one of the characters, or a letter from one character to another.

The most frequently chosen were the pages from a diary and letters. Interviews were less common.

## Candidate performance against each criterion

### CRITERION A: LANGUAGE

Overall, the level was rather high. Some candidates took the risk of successfully using more complex structures and there are numerous examples of very effective texts.

### CRITERION B: CONTENT

Another criterion which demonstrated solid success of the candidates, even if the number of cases of excellence was not very high. The message was generally well transmitted and ideas were relevant and effective. Students are able to clearly show links with the literary work, which they seem to know perfectly. The texts are rich in references and relevant details and are very often well-organised.

### CRITERION C: FORMAT

The type of text is generally correct, and the conventions linked to it obvious. This criterion appears to have the greatest success rate.

### CRITERION D: RATIONALE

Unlike the other criteria, the number of candidates who achieved the highest grade here is smaller. The instructions on content do not always seem to have been understood, or are apparently difficult to follow. In particular, a minimum presentation of the literary work is missing, as this is required in the Guide. In fact, this is an exercise which on the one hand requires an ability to summarise and which on the other should account for the work, the candidate's objectives and how they were achieved.

## Recommendations for the teaching of future candidates

In light of what is stated above, it is important that candidates learn to formulate and structure their rationale well.

A greater variety of different genres of text would be desirable, as well as greater efforts to better define the type of text provided. The students should also be well-acquainted with the criteria against which they will be assessed, in order to be able to submit work which corresponds better to what is expected of them and thus being able to achieve higher grades.

## Standard level written assignment

### Component grade boundaries

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

## Recommendations for IB procedures, instructions and forms

This year, again, we noticed a few discrepancies:

- The cover page for some exam papers was incorrect or incorrectly completed.
- Some texts were translations or summaries of other texts, but contained several mistakes in Italian.
- Some source texts were longer than the 300-400 words set out, or contrarily, were very much shorter than 300 words.
- The odd candidate presented a literary subject.
- Some candidates worked on sources that were linked not to one but to several core subjects, contrary to guidelines.
- Some candidates chose to work only on one of the three texts.
- The bibliography was not always correctly referred to on the cover page.

## The range and suitability of the work submitted

Many candidates did however try to show proof of inter-textual skills; nevertheless they succeeded better in grasping the elements common to the texts put forward than in producing a text that clearly highlights them.

## Candidate performance against each criterion

### CRITERION A: LANGUAGE

Overall, the level of language was rather good, even though some candidates showed proof of serious difficulties. Mastery of the language meant that many candidates were able to formulate simple and understandable sentences, even if they contained a few errors.

### CRITERION B: CONTENT

Generally, ideas were relevant and reasonably good use was made of sources. A large number of candidates showed certain difficulties in structuring their arguments efficiently.

## CRITERION C: FORMAT

The types of text presented were generally fairly recognisable and suitable. Nevertheless, there were often a few additional details missing which were required in order to attain the highest grade for this criterion, specifically when candidates chose the diary page without setting it apart sufficiently from the other types of text by limiting themselves to using only the characteristic opening and closing formulations.

## CRITERION D: RATIONALE

It would appear that many candidates do not know exactly what the rationale should contain. In some cases no rationale was written at all. There are references to candidates' personal experiences and other remarks which are not relevant.

## Recommendations for the teaching of future candidates

It is reminded that in M15, the written assignment will be conducted under new conditions and will be assessed under new criteria. Please refer to the Language B Guide (first examinations 2015) for full details.

## THREE TEXTS, ONE THEME

Teachers who have not done so are invited to familiarise themselves with the instructions on the selection of texts to present to students. Specifically, the selection should ensure that:

- The three texts relate to the same core topic (Communication and media or Global issues or Social relationships)
- Refer to one and only one of the core topics.

## CONTENT OF TEXTS

When it comes to the content of the three texts it would be desirable for them to be different enough to be identifiable and so that examiners can understand which texts or parts of texts have been included. If most ideas are found to be repeated in too obvious and heavy-handed a fashion, it makes it difficult to assess the candidates' inter-textual skills and their ability to establish links between different texts dealing with the same theme.

Additionally, take care to avoid presenting entirely different sets of content, which makes it difficult to establish common ground between them.

## LENGTH OF TEXTS

The length of the texts should be between 300 and 400 words per document. Too great deviations in the length of text, contrary to instructions, does not make it possible to understand well enough whether candidates have understood the content of the three texts or not. Moreover, candidates have greater difficulty in making correct use of the texts in this case.

## NUMBER OF TEXTS USED

Candidates must also be invited to demonstrate that they have understood the documents provided and to write a text containing clear references to the sources. The task is not to choose just one text and refer only to that; in that event, candidates will be penalised (see Guide).

## ADAPTED TEXTS

If teachers deem it necessary to adapt texts, it is imperative that they check that there are no Italian language errors and that the texts remain sufficiently comprehensible, regardless of possible cuts or changes.

Teachers are also invited to supply examiners with a summary of the three texts on which the work should be based, “in accordance with the instructions given in the HANDBOOK OF PROCEDURES FOR THE DIPLOMA PROGRAMME” (see Language B guide).

## INFORMING STUDENTS

It is important that students know exactly what is expected of them and which criteria they will be assessed against.

More time should be devoted to practising writing rationales.

## Higher level paper one

### Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 12	13 - 24	25 - 29	30 - 36	37 - 43	44 - 50	51 - 60

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

Candidates were generally well-prepared and most of them had a very good grasp of exam strategies and techniques. This year’s exam did, however, prove to be a little more challenging than last year’s especially for the middle performing candidates.

Sentence structure related questions (19, 20) proved generally challenging, sometimes even for good candidates; many candidates also encountered difficulties in question 5, which was also on sentence structure. The error in the instructions referring candidates to line 22 instead of 23, while regrettable, did not appear to have misled candidates. The error, however, was taken into consideration during grade award. Grammar-related questions (30, 31, 32 and 38, 39, 40) represented an obstacle for weaker candidates, while question 36 proved difficult even to some good candidates.

Some text comprehension questions, such as 3 and 37, proved to be hard even for strong candidates, while questions 50 and 51 proved to be challenging for weaker candidates.



The five texts covered a good variety of topics and related vocabulary; text E seems to be the one that candidates struggled more with: perhaps some of the weaker candidates simply ran out of time when tackling it. It was however a rather complex text, both as to the open format of some of the questions and to the subtleties of meaning it aimed at testing.

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

Vocabulary questions (7, 8, 9, 33, 34, 35 and, to a minor extent, 23, 24, 25, 26, 27, 28, 29, 41, 42) were indeed one of the candidates' major strengths in this examination; weaker candidates found questions 57 and 58 a little challenging, but on the whole candidates appeared competent and well-prepared for this kind of exercise. Also specific text comprehension questions, such as 10, 11, 12, 13 were met quite successfully by the vast majority of candidates.

The positive trend started in the True/False exercises in the recent past continued this year, with a growing number of students who performed well on the exercise of text C. Fewer and fewer candidates write justifications which are too long or too short and many of them confronted the literary text with competence.

Good candidates did quite well also on the open question exercise in text B and in text comprehension questions 55 and 56.

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

The vast majority of candidates clearly can rely on text comprehension skills which are adequate for HL Italian; only a very small numbers of candidates appeared completely at loss as to the general meaning of the texts. However, choosing how much text it is appropriate to cite in the different exercises continues to be an issue; even if there has been an improvement in the justifications in the T/F exercise, candidates do find it difficult to select only the relevant word or sentence.

## Recommendations and guidance for the teaching of future candidates

As in the recent past, teachers have done a very good job in preparing their students for this component of the exam: the vast majority of students have clearly been exposed to a variety of text types and topics, as testified by their good mastery of vocabulary. The aspect of the exam which still needs to be addressed with more class practice is students' answers based on open questions. As these kind of exercises have become more frequent in the last couple of years, more specific preparation should be devoted to this specific kind of tasks. Finally, some more practice on connectives and sentence structure as well as on identifying grammar aspects in texts would be highly beneficial to students, who sometimes have a good theoretical knowledge of grammar, but find it difficult to apply it to actual texts.

## Standard level paper one

### Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 6	7 - 13	14 - 19	20 - 24	25 - 28	29 - 33	34 - 45

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

Overall, candidates found the paper harder than the previous year. In general, the most problematic questions were the open ones, asking to identify specific words in the text (for example, question n.24) or testing the meaning of pronouns (for example, questions n.10 and n.38). Among the closed questions, the most challenging ones were about the meaning and the purpose of the texts (for example, n.3 or n.21) and the ones testing specific vocabulary (for example, nn.26-29). Another common difficulty was dealing with a relatively new kind of questions (nn.34-37), asking to find a specific word in the text in order to complete a sentence in the question and answer booklet. Several students lost points in this exercise because they used their own words or else filled the gaps with whole sentences instead of just writing one word as required in the instruction.

Among the texts, the most problematic one was text C on the core topic “communication and media”, dealing in particular about open software and document accessibility. Many candidates had difficulty in understanding the rather formal and technical language of the text or did not know the specific Italian vocabulary to talk about computer and technology. Also text A proved to be rather challenging, especially the third and the fourth paragraphs. In general, apart from the comprehension of the texts, it was the detailed understanding of the question and of the instruction that made the difference between the weaker and the stronger candidates. For example, in question n.4, only some of the candidates paid enough attention to the word “educativo”, (in English “educational”) contained in the question, which was crucial in identifying the right answer.

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

Most candidates were able to understand the gist of the four texts and answered correctly at least some of the questions for each text. Multiple choice questions were usually more accessible, also to the weaker candidates, especially when dealing with the general meaning of a text (for example, questions nn.13-15) or when testing rather simple vocabulary (for example, question n.8). Many candidates were also well-prepared in dealing with some common idiomatic expressions, like “è ora di smetterla” (question n.23) or “come mai” (question n.41).

Texts B and D were dealt with more comfortably. Most candidates showed a very good understanding of the vocabulary on the topics of travelling, work and sustainability. A pleasant surprise was also the rather successful turnout of the questions nn.16-18 where students were required to complete the last paragraph of text B with missing words. This kind of exercise, the so-called “cloze”, appeared to be more problematic in the past.

Another positive aspect was the fact that the vast majority of candidates managed to write all the answers within the designated time. This is a very encouraging sign of progress compared to the previous years, where blank spaces were more frequent, especially when dealing with open questions.

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

Among the questions about text A, questions nn.1-2 dealing with the general comprehension and questions nn.5-6 asking to identify specific words in the text were accessible to the majority of candidates. The easiest question of text A appeared to be n.8, showing a very common understanding of the idiomatic expression “non è facile arrivare alla fine del mese”. The most problematic questions were: n.3, where many candidates got confused between the possible options B and C; n.4, where many candidates did not pay enough attention to the word “educational” and question n.7, where many candidates wrote general sentences like “aiutare le popolazioni in difficoltà” instead of specifying the beneficiary of the money collected by the author.

For text B, the easiest questions were nn.13-15, dealing with the general comprehension of the text and questions nn.16-18, asking to complete the text with missing words. Question n.16 in particular was answered correctly by many candidates, showing a very common understanding of the word “bisogna”.

The most difficult questions for this text were the first three: n.9 - where several candidates were misled by the word “quelli” in the title and wrote “italiani” instead of answering the question “Di che cosa?” – n.10 - where several candidates put the implicit subject of the sentence instead of identifying the meaning of the direct object “lo” – and n.11, where many candidates answered “Repubblica Dominicana” because they misinterpreted the word “dove” in the title. The multiple choice of question n.21 was also problematic, as many did not identify the text type as a book review.

Among the questions about text C, the most accessible ones were n.22 asking about the receiver of the text, n.23 dealing with the meaning of an idiomatic expression and n.25 testing the general meaning of the text.

The most complicated questions were n.24, which required a rather thorough comprehension of the second paragraph, nn.26-29 dealing with specific vocabulary and n.31, testing a rather sophisticated grammatical structure.

For text D, the easiest questions were n.32, n.39, n.40 and n.41, which were all multiple choice questions testing the meaning of vocabulary in context. A pleasant surprise was also the rather successful turnout of the open question n.33, whose answers revealed a generally good comprehension of the main theme of the text. Even the candidates who did not get the point usually managed to identify the right portion of the text for the answer but unfortunately they copied the whole sentence without transforming it from the first to the third person singular as required. Questions nn.34-37 appeared to be the most problematic questions of the last text, mainly because the candidates did not read carefully the instructions and either used their own words or copied a whole sentence from the text.

## 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. When the question asks for a word or for an expression they need to isolate it from the sentence.

It is perhaps even more important that the students 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 use their own words when they should be taking them from the text. Also, students should become more familiar with the new kind of exercise of questions nn.34-37, where they are asked to find a word in the text and then use it to complete a sentence given in the question and answer booklet.

Another area where many candidates had problems is the one of grammatical structures, more specifically the pronouns. It is crucial that students are made fully aware of the difference between a subject, a direct and an indirect object in a sentence. Working on grammar, another useful exercise would be the transformation from direct to indirect speech, especially when the texts are written in the first person singular and the questions require the candidates to use the third person singular.

When matching words, candidates should use their grammatical knowledge to help them narrow their choices.

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 at times particularly troublesome. Some scripts were generally very difficult to read.

## Higher level paper two

### Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 8	9 - 16	17 - 22	23 - 27	28 - 32	33 - 37	38 - 45

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

Compared to last year, there are a larger number of candidates with very good grades. Over half of them achieved a 7, and almost 80% of candidates received a grade above 5. Teachers' comments are generally positive.

When it comes to describing aspects of society, this is sometimes done skilfully and with ease. What is sometimes lacking however is the ability to discuss specifically cultural aspects of the subjects dealt with in greater depth.

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

Candidates demonstrated an excellent ability to develop their arguments in subjects linked to health, science and technology. This would appear also to be thanks to greater familiarity with this exam format. Teachers appear to have done significant work to ensure students are aware of what is expected of them, especially when it comes to the type of text, organization of ideas and effectiveness of expression.

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

Overall, once again a large number of candidates showed good mastery of the language and made significant efforts to find interesting and well-structured arguments.

Several candidates chose to write their texts without taking too many risks on the linguistic level, which meant they were unable to achieve the highest grades.

### 1. Pluralità culturale

The instruction was interpreted in two different ways; either as an invitation to discuss one's personal experience of language learning, or occasionally and erroneously as an invitation to write an article requesting readers to submit to the newspaper stories of their own learning experiences. This topic appealed to many candidates but the instruction was rarely fully understood. Many candidates extensively discussed the practical advantages of learning a language and were actually sometimes able to appreciate the aspects of their personality that they themselves had discovered thanks to the new language studied.

### 2. Costumi e tradizioni

In general there was no difficulty in coming up with arguments to present to City hall in order to get them on board. Most candidates stressed the practical aspects of the event and the ways in which they would be better able to obtain financial assistance targeted at young Italians in the South. Some students showed good knowledge of the current socio-economic situation in Italy and a solid ability to argue their point. On the other hand, the cultural aspect of the initiative was much less stressed and was dealt with fairly rarely.

### 3. Salute

This topic, which focused on the precautionary principle, was chosen by a large number of candidates, who generally succeeded in presenting the correct format of text. Several candidates however chose to discuss the disruption caused by people who use their mobile phones and computers to go online when they are in the library. Other candidates discussed the dangers of psychological dependence on the gadgets in question, which was not the topic either. Perhaps few

young people these days worry about the dangers posed by gadgets they use on a daily basis, which would have made it difficult for them to fully grasp the topic.

#### 4. Tempo libero

This topic did not appeal to many candidates. Reading the instructions too quickly lead some candidates to write a contribution to a debate rather than a report.

#### 5. Scienza e tecnologia

Candidates did not all limit themselves to a simple answer in line with the instruction, but successfully introduced their opinion in the context of the more general debate on the advantages and drawbacks of technology, which on occasion produced interesting and high-quality essays. A large number of candidates understood the importance of responding to the criticisms presented by the speaker in dealing with the problem of loss of certain skills due to the use of technology.

### SEZIONE B

#### 6.

Some of the candidates interpreted the idea of individual training in the wider sense and argued very interestingly in favour of their position. Some candidates applied too a reading too limited to the learning of ideas, which led them to assess the importance of the Internet in this day and age when it comes to searching for information.

### Recommendations and guidance for the teaching of future candidates

This is an oft-repeated suggestion: encourage students time and again to read the instructions carefully in order to stand a higher chance of achieving the highest grades. Candidates have repeatedly during this examination session read instructions too superficially or quickly and this was the case particularly for topics 2, 3 and 4.

It would be desirable to see students carefully structure their arguments rather than limiting themselves to listing their ideas one after the other. Moreover, they are advised as far as is possible and time allowing, to try to avoid arguments which are too superficial.

## Standard level paper two

### Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 4	5 - 8	9 - 12	13 - 15	16 - 18	19 - 21	22 - 25

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

This year the distribution of marks shows an increased number of candidates in the mark range between 3 (more than 30%) and 4 (more than 17%). There is also a more even distribution for marks between 5 and 7. Teachers found that the examination this year was a little more difficult.

There were many grammatical errors, and sometimes gaps in vocabulary led to serious difficulties in text comprehension for candidates.

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

This year, candidates demonstrated that overall, much progress has been made when it comes to providing the appropriate type of text. Nevertheless, work remains to be done and further on we raise some specific points in regard to this.

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

This year all subjects were chosen by candidates, but the most popular ones were no. 3 and no. 4.

#### 1. Pluralità culturale

Where candidates have understood the instruction well, they have succeeded in showing what was interesting about the interview, namely the differences between the roles of interviewer and interviewee. This was not the most common scenario however.

In fact, several interviews included only a basic description of a few moments of the everyday life of the interviewed person, without the factor justifying publication of the interview in the school paper being made clear.

A number of candidates made the effort of introducing the context in which the interview is presented, as well as the person interviewed, before actually commencing the interview. Practically all candidates were able to produce an interview in which questions were fairly well-organised, with a certain logic to the order of questions – specifically when it came to which questions were more suited to the start and which ones clearly indicated the conclusion of the interview.

## 2. Costumi e tradizioni

This opening speech was often successful. Several candidates worked hard to make listening to this presentation enjoyable, through the use of stories, by recalling the origins of this event, or by giving a happy and funny taster of what the experience would be like. Above all however they were able to stress the cultural value of the event in different ways, by attempting to show how a message of openness and respect for all cultures can be transmitted through the discovery of different cuisines. Some candidates did not make it sufficiently clear the speech was “the opening of the event” and made neither the target audience of the speech nor the link with the cultural traditions of the different cuisines sufficiently clear at the time of delivering the speech.

## 3. Salute

This was one of the two most chosen topics. Many candidates made a lot of effort to find convincing arguments, by stressing the benefits of sport and the economic advantages of the proposal. On a few occasions, too much time was dedicated to the harmfulness of a poor diet and the importance of sport generally, without really touching on the aim of the letter and the originality of the proposal.

## 4. Tempo libero

Another popular topic among candidates. Not all of them were able to find inspiration in the details they recounted to put forward their reflections to the school newspaper. Some candidates limited themselves to listing several episodes of violence without really drafting a true commentary, and others wrote texts that were more in the style of a pamphlet and presented several initiatives to limit the development of violence in stadiums and/or violence in general.

## 5. Scienza e tecnologia

This subject was not hugely popular but was nevertheless chosen by a significant number of candidates. All the students were able to account for their difficulties when confronted with the answers suggested by search engines when doing work on the Internet. The proposal part was more diverse and on some occasions a success. In a few cases however the candidate, not in a very coherent way, put themselves forward as creator of the training course, after having displayed their own difficulties. This seems to be due to misinterpreting the instruction.

## Recommendations and guidance for the teaching of future candidates

Overall, teachers are encouraged to continue with efforts already under way to teach candidates about the different types of texts and to ensure they understand that the number of marks they can be awarded also depends on their ability to make an extract from a diary look like one, and making it different from an email, a letter or a blog. We feel it is important to use the time necessary in class to present students with original material and to encourage them to find out as much as they can about what is specific to each type of text. Specifically, we noticed some shortcomings in the format of the official letter, both when it came to the date, the subject, the introductory address, the closing remarks, the use of greetings and of expressions of politeness.

For newspaper articles, the title, date and place had often been forgotten. It would be useful for students to deepen their understanding of the different contexts in which the article appears (school newspaper or paper from outside the school environment, type of section in which the article appears, etc.). It seems useful to issue a reminder not to forget to indicate who the persons involved in the



events related are, as well as where, when and how the events play out, so that any reader is able to understand who the story is about.

Teachers are invited to remind students of the assessment criteria and not to discount any possibility of achieving higher grades. It is still common to find candidates who do not write the minimum number of words required.