ITALIAN

In 1996 the total number of candidates presenting for the examination in Italian was 647, of whom 219 presented for the 2 Unit Z course, 339 for the 2/3 Unit (Common) course and 89 for the 3 Unit course.

On the whole the standard achieved over all courses was satisfactory. As in previous years, candidates performed well in Listening and Speaking Skills across all three levels. The same cannot be said, however, for the Reading and Writing Skills examinations. The main concern with Reading Comprehension was the inability of candidates to answer the questions concisely. The translation of sections of the passage and including it as the answer, whether it satisfies the question, or not continues to be a problem.

Students are advised to study the passages carefully. Initially they should read for understanding, find the answer in the passage, then proceed to answer the questions to the best of their ability. When responding, they should ensure that their response consists of only what is relevant to the question. This should also ensure that their response is clear.

Students are strongly advised to read a variety of topics, to practise reading, interpreting and analysing information and to develop strategies which will help them to understand written texts.

In the Writing Skills Section, candidates should try to organise their ideas before commencing writing. They should aim for clarity by being grammatically correct and by using a range of vocabulary and idiomatic expressions.

1996 HIGHER SCHOOL CERTIFICATE EXAMINATION

2 UNIT Z

Listening

On the whole candidates performed well in this section.

Item 1

(a)   This item was well answered by most candidates.

(b)   Many candidates did not understand *accanto* and mistranslated it as *near*.

Item 2

The word *neve* was misinterpreted by many candidates to mean *navy.* A number also failed to recognise the concept of *liberare le piste dalla neve*.

Item 3

On the whole this item was answered very well, although some candidates wrongly translated *posto* as *post office*.

Item 4

This was generally very well answered.

Item 5

Many candidates had difficulty with this item because they interpreted *un'attivita' fisica* as being *the subject physics*.

Item 6

On the whole this question was answered well, although some candidates found *mettere da parte* difficult.

Item 7

Some translated *doppiato* incorrectly.

Item 8

Many failed to translate *fare uno spuntino in un bar nei dintorni*.

Item 9

Some candidates misinterpreted *rimangono aperti fino alla sera*.

Item 10

(a)   This question was answered well.

(b)   The majority of candidates could provide the correct answer; some, however, thought that the *car was red*.

Item 11

Many candidates did not know the English equivalent of *umidissimo*, *vento fresco*, *temporali* or *tardo pomeriggio*.

Item 12

Although this part was generally well answered, a few candidates had problems with *altrimenti* and *l'affitto*.

Item 13

Some candidates misinterpreted *studi il menu* as referring to students studying in a library.

Item 14

The words *illimitato* and *campo pratica* were misunderstood by some candidates.

Item 15

Some candidates translated *ricerche* as *homework*.

Item 16

(a)   The idea of *theft* was generally conveyed by students but many failed to specify *jewellery*.

(b)   A number of candidates failed to convey the concept of escaping by catching a train to Switzerland.

Item 17

(a)   Poorer candidates focused on the name *Pavarotti* and failed to convey the idea of a large concert.

Item 18

Generally all parts of this question were very well answered. Poorer candidates guessed what the features described were.

Item 19

A number of candidates did not specify that it was *two pandas* or did not understand that there was a birth involved.

Item 20

Most candidates handled this item well.

Generally candidates coped well with the listening examination and attempted to answer all questions; the standard was generally good. Students are advised to answer the question fully, taking care not to include unnecessary information that is not relevant to what is being asked.

2/3 UNIT (COMMON)

Listening

These candidates generally performed very well, showing a sound knowledge of Italian used in a variety of situations. **Students are advised to include in their answers only the information required to answer the question fully and to ensure that their answers make sense.**

The items which presented difficulties were:

Item 2

Many candidates did not know the meaning of *meritevoli*.

Item 3

(a)   Candidates failed to give a complete answer; many omitted relevant details.

(b)   This was interpreted in a variety of ways, nevertheless most students grasped the idea of *an attachment to the phone*.

(c)   Candidates referred to *holidays* but did not include Italy, thus failing to provide a complete answer.

Item 5

(a)   The words *ingresso* and *ambulatorio veterinario* proved to be a problem, with many candidates translating it as *ambulance.*

Item 7

The word *miliardi* was translated as *thousands* or *hundreds*.

Item 8

This was not answered fully by some candidates who answered *take a walk* but failed to translate *alla luce del giorno.*

Item 9

Candidates omitted the elements *incendi e dall'incuria*; many chose one but did not include them both.

Item 10

Some candidates interpreted *sentimenti* as *sentimental*.

Item 11

Many candidates assumed that the horoscope was for people.

(b)   Generally not enough detail was supplied in answering this part.

Item 12

(a)   Many candidates did not express the concept of *donating* or *giving*; some also failed to mention the idea of buying with their savings.

Item 13

(a)   The concept of reopening the tower by the end of the year presented difficulties for some.

Item 14

(a)   This item proved challenging for the majority of candidates.

(b)   Very few understood the reference to supplying the gallery with art works from the Italian Renaissance, some interpreted *opere* as *operas*.

Item 15

The majority coped well with this item, though the word *pesca* was often interpreted as *fish* rather than *fishing*.

Item 16

(a)   Answers here were generally good. A number of candidates, however, after having read the word *task force* in part (b) assumed that this was the answer for part (a).

(b)   This was generally poorly answered; many candidates thought that the object of the task force was to punish by law.

Item 17

(a)   Many candidates failed to include the idea of reducing by one-third the amount of air pollution.

(b)   *riscaldamento delle case* was a problem for a number of candidates.

Item 18

This was generally well answered.

Item 19

(a)   Many candidates simply said *trains* here.

Item 20

This was generally well answered. In (a), however, a number of candidates stated *buying television has become expensive*.

3 UNIT (ADDITIONAL)

Listening

Generally candidates performed well in this section. The better candidates were able to provide a clear answer to the question being asked; many, however, wrote a lot of unnecessary information not required by the question. Students are advised to reply specifically to the question asked and to avoid repeating themselves. Clear and concise expression is also important.

The following is a breakdown of the difficulties encountered in this section:

Item 2

(b)   Although this was well answered, some candidates confused *traffic* with *pollution*.

Item 3

(b)   Many candidates failed to understand the European mediator's option and a common mistake was to state *to better the relationship between citizens and other communities*.

Item 4

A number of candidates found this item quite challenging.

(b)   *Abbia inciso*, *cultura occidentale* and *le sfide del futuro* posed a number of difficulties.

Item 5

(a)   Quite a number of candidates misinterpreted *sensibilita*.

(b)   Although the majority understood the idea of *raccolta differenziata*, some had no idea what this was referring to.

Item 8

(b)   *Sale di doppiaggio* was a problem for some; the majority, however, were able to convey the idea even though they failed to use specific vocabulary.

Item 9

(a)   A number of candidates were not familiar with the word *paragonare* and this caused confusion. *Concorrente* was translated as *concurrent* not as the *competition*.

Item 11

(a)   Candidates failed to elaborate and to answer this question fully.

(b)   Some candidates misinterpreted the word *diritti* and related it to *la pena di morte*, producing the answer *she fought for the right to death*.

Item 12

(a)   Many candidates did not understand *incendio* as being the reason for having to rebuild the theatre.

Item 13

(a)   A number of candidates did not recognise the concept of *le liste di attesa*.

(b)   Many guessed this answer by drawing on common knowledge and misunderstood the concept of doctors receiving money for sending patients to private hospitals.

Item 14

(a)   Some candidates had difficulty in expressing *I clandestini espulsi che rientrano in Italia*.

(b)   The words *extracomunitari* and *manodopera* also posed some difficulty.

2 UNIT Z

Speaking

Here the majority of candidates performed at a satisfactory level. Vocabulary was generally well known and did not present many difficulties.

The main difficulties in each situation proved to be:

Situation 1

The incorrect form of *to Assisi* was used, e.g. *a* instead of *per*.

The definite article was omitted in the possessive adjective, e.g. *io e mio amico*.

Many candidates translated *to leave* as *lasciare* instead of *partire*.

Poor candidates mispronounced *Assisi* as *Assa*, *Assi*, etc.

Situation 2

Lack of agreement with the word *comode*.

Confusion of *andare a piedi* with *passeggiare/camminare*.

Many candidates were not familiar with *spendere*.

Frequent lack of agreement with *molti soldi.*

Situation 3

This proved to be the most challenging situation. Candidates were not familiar with *ho deciso di* and almost invariably omitted *di* after their attempt to conjugate *decidere*.

In montagna was poorly conveyed.

Very few candidates could translate *learn to ski* accurately, with frequent mispronunciation of *sciare*, while the future tense was used only by the better candidates.

The word *snow* was not well known and was often translated as *nevica*, *nebbia*, *nive.*

Situation 4

Candidates could not translate *going out* correctly, saying *sono vado*, *sono uscire*.

Some candidates had difficulty with *by 11 o'clock*; others showed poor knowledge of the number itself.

Ci was omitted in *ci incontriamo*.

Situation 5

Although most candidates knew the word for *booked*, few were able to translate the past tense correctly.

2 UNIT Z

Conversation

Most candidates handled the questions well and were familiar with the topics, while the better candidates were able to elaborate on the topic and sustain a conversation.

Question 6

The majority of candidates understood the question and successfully gave an adequate response. *Italia e' una bella cittB* was a recurring error, however.

Question 7

Most candidates understood the question but failed to use the correct conjugation, e.g. *io giocare/ascoltare/guardare*.

Question 8

This question was well answered, with a variety of responses being given.

Question 9

Quando was often misunderstood or ignored.

Question 10

The main error was omission of *lo* in *guardarlo*.

Question 11

Candidates experienced difficulty with the pronunciation and comprehension of *aiutare.* This was generally the most poorly answered question, and many candidates either discussed family members, their work, or their home.

Questions 12 and 13

These were well answered by the majority of candidates.

2/3 UNIT (COMMON)

Speaking Skills

On the whole candidates responded well to the cues and tried hard to convey ideas accurately. It was pleasing to note that, where a specific vocabulary item was not known, an attempt was made to provide an appropriate alternative.

Some of the difficulties that arose were:

Situation 1

• *sono noioso* being given instead of *mi annoio* or *sono annoiato*.

• *anyway* was often omitted.

• *I don't feel like* was often conveyed literally.

• *The music was loud* was often rendered as *la musica P alta/veloce*.

• *I can't stand it any more* - an idiomatic expression which was not known by many.

Situation 2

• *rehearsals* was either not rendered correctly or was often translated in the singular, while *Fridays* often became *on Friday*.

• *fill in forms* was often incorrectly translated.

• *giocare* was often used instead of *suonare*. *Instrument* was translated as *instrumento*.

• *It will be fun* was not translated correctly by some.

Situation 3

• The *tu* form was used instead of *lei.*

• *enrolling* was not translated correctly.

Situation 4

• *unable to make a direct call* was often wrongly translated.

• the *number is <u>right</u>* was incorrectly rendered as *ragione* or *destra<u>.</u>*

• *last week* was often rendered as *prossima*, *fa*, *ultima.*

Situation 5

• *suburbs* was often incorrectly rendered.

• Good attempts were made by many candidates to find an alternative for *share* when they did not know the correct word.

2/3 UNIT (COMMON)

Conversation

The majority of candidates performed well in this section. Some, however, did not readily elaborate in their responses, and the poorer candidates depended on the examiner to keep prompting them.

Question 6 and 7

These were generally well answered, since candidates elaborated in them and offered a personal opinion.

Questions 8 and 9

Many candidates confused *interessarsi* with *interessante.* The better candidates responded on a general level, while the poorer candidates answered the questions on a personal note.

Questions 10 and 11

These were well answered and most candidates elaborated well.

Questions 12 and 13

These were the most challenging questions. *Stimolanti* was often misunderstood and, even when given alternatives, many candidates had difficulty in formulating a coherent response.

3 UNIT (ADDITIONAL)

Speaking Skills

The standard achieved by these candidates was good, with a considerable number obtaining maximum marks. Many were able to develop and support their arguments with relevant information and used appropriate register with a good introduction and conclusion.

Students should take care to use correct factual information and should avoid making generalisations or sweeping statements which detract from the persuasiveness and quality of the talk.

On the whole, however, candidates spoke with a good degree of fluency and accuracy, using a variety of vocabulary and expressions in keeping with the topic.

Topic 1

This proved to be a popular question. The better candidates focused on the role of youth in society rather than the problems associated with young people in society.

Topic 2

This proved challenging for some, with the weaker candidates failing to address the actual legalisation issue and its impact. In answering here it was not sufficient to list the problems associated with the use of drugs.

Topic 3

This was also a popular topic, but many candidates had difficulty with register and did not correctly convey the idea of a debate. Generally candidates argued either *for* or *against* the topic, but many lacked the strong persuasiveness required in a debate.

2 UNIT Z

Section I : Reading Skills

Question 1

Generally performance in this section was satisfactory. Passages A, D and E produced a better range of responses than Passages B and C in which most difficulties were experienced, mainly because candidates tried to give literal translations and did not show complete understanding of the passages. Students are advised either to look for contextual clues when they do not understand particular words, or to look for English cognates of unfamiliar vocabulary items.

Passage A : Elefanti in via d'Estinzione

(a)   This part was generally answered well. Many, however, failed to include the concept of a world/global/international conference.

(b)   This was not answered very well since many candidates failed to say that parks/zones/areas/places were created or especially dedicated for the elephants.

(c)   (i)   This part was answered well.

        (ii)   Some problems occurred here with *problemi al territorio*.

(d)   (i)   This part was answered very well.

       (ii)   Some candidates had difficulty in expressing the concept of *in zone meno affollate*.

Passage B : Ambientarsi in una Nuova CittB

(a)
and   These parts were very well answered by most candidates.
(b)

(c)   The majority failed to give a complete answer to this question and did not understand *fine settimana*, *passare* and *cartina.*

(d)   *i mezzi pubblici* was not understood by some candidates, while many misinterpreted the key word *familiarizzateri.*

(e)   This part was very well answered by the majority of candidates.

(f)   This was poorly answered because many failed to understand *accettare gli inviti.*

Passage C : L'Italia Multiculturale

On the whole this passage was poorly answered since candidates attempted to answer the questions with literal translations and, as a result, failed to convey comprehension.

(a)   The better candidates were able to give a detailed answer here.

(b)   Candidates showed poor knowledge of vocabulary items such as:
pastXcceria, *orientali*, *messicani*, *macellerie.*

(c)
and
(d)   These parts were generally well answered. Candidates were able to recognise familiar vocabulary items. In part (d), however, students concentrated on the *immigrants* and what they could do rather than on what was said about the *books* which were written by the immigrants.

(e)   Here candidates confused the use of the prepositions *per* and *di*, e.g. *per le loro collezioni ai paesi arabi*. Many assumed that the designers inspired the Arabic fashions rather than vice versa.

(f)   This part was poorly answered since many candidates were unable to focus on what was said about the future in the last paragraph.

Passage D : Ti vedo, Mi piaci, Ti Compro!

(a)   This part was generally answered well.

(b)   (i)   Most candidates answered this well, although some failed to interpret *spaghetti fumanti* correctly.

         (ii)   In this passage a number of candidates failed to link *verde* with *spinaci*. Very few were able to convey accurately the idea of *appena colto dall'orto*.

(c)   This part was very well answered by the majority of candidates.

Passage E : Un'Intervista con un Divo del Cinema - Harrison Ford

Generally this passage was well answered, particularly questions (a) and (d), although some candidates did find some vocabulary challenging, as in the following:

(c)   *l'ambiente* proved to be a problem.

(e)   Here many candidates found *ci vogliono almeno* hard to translate.

(f)   This part was only partly answered as candidates had difficulty in understanding *non solo per divertimento*.

2/3 UNIT COMMON

Section I : Reading Skills

On the whole performance in this section was satisfactory. The better candidates were able to provide clear and concise responses to the questions and thus conveyed their understanding of the passage.

Candidates are advised to focus on the question asked and not simply to translate extracts from the comprehension passage which have little to do with the questions.

Question 1 : Roma, Città Aperta

This question proved to be the most difficult and was poorly answered by the majority of candidates. Many gave the same information in more than one question as they failed to answer the question being asked but, rather, tried to translate verbatim from the passage.

(a)   This was generally well answered.

(b)   Here candidates failed to focus on the *comparison* being made in the passage to show the extent of Rome's financial crisis.

(c)   This was satisfactorily answered by most candidates.

(d)   (ii)   *Progettato i campi zingari* was not understood by many candidates.

(e)   Responses here failed to show a clear understanding of why *his struggle with the right* is particularly difficult.

Question 2 : La Politica? Alla Gente non Interessa Pij

On the whole this question was answered well. The better students provided only information which was relevant to the questions asked and based their answers entirely on the passage.

Questions (a), (b), (c) and (g) were the best answered.

Difficulties arose in the following:

(a)   *Che ci si confondano* was misinterpreted by many candidates.

(d)   This was poorly answered and, once again, much irrelevant information was provided.

(e)   Here many failed to express the notion of *What is seen to be lacking in Italian politics today?*

(f)   Many candidates based their answers on personal experiences and generalisations rather than referring to the text.

3 UNIT (ADDITIONAL)

Section I : Reading Skills

Canali Dei Veleni

Although candidates performed satisfactorily in this section, students are strongly advised to read the passage carefully both for comprehension and in order to answer questions fully, but to avoid providing irrelevant information in doing so.

(a)   Generally, this was well answered. Poorer candidates, however, did not state *the difficulties caused by the state of the canals for emergency vessels* but wrote about problems for the city.

(b)   *comuni* and *inerzia* were sometimes not understood.

(c)   Some candidates ignored the word *further* and reiterated problems already indicated.

(d)   Generally translation of *suonare le sirene* was too literal.

(e)   *Sta dragando* was often misunderstood.

(f)   This was well answered.

(g)   Some candidates failed to recognise the fact that it was the treatment that was considered costly.

(h)
and   These parts were well answered.
(i)

2 UNIT Z

Section II : Writing Skills

Question 1

It was pleasing to note that all items were attempted by the majority of candidates who performed well in this question. Many responses contained a variety of expressions and a range of vocabulary in keeping with the items. Several students, however, were unable to write in a coherent and structured format despite a sound knowledge of vocabulary and expression.

Students are advised to take note of the format required for each item, e.g. when required to write notes and leave messages, many candidates did not sign off.

The most common errors were:
•   incorrect verb choices and endings
•   lack of noun/adjective agreements
•   literal translations
•   incorrect use of polite/familiar forms of address.

Problems that occurred in the short writing items were:

(a)   Candidates generally responded well to all cues in this item. *Library* was often translated as *libreria*, however, and the notes were, in many instances, not signed.

The cue *after school* was sometimes ignored - many students chose a time in the morning or one that was not appropriate to school hours.

Verb endings were often inappropriate since poorer candidates were unable to conjugate common verbs.

(b) Many candidates successfully described the flat/unit but, in several instances, it was **assumed** that the description explained the reason for liking it. In addition to the physical description, the better candidates provided reasons such as location and cost.

(c) Most candidates possessed a good range of vocabulary when describing themselves physically. The better candidates depicted the advertisement format by using words such as *Attenzione!* and extended the self-description by discussing their interests. Some, however, showed a poor knowledge of parts of the body, e.g. *occhi* was written as *orecchi* or *occhiali*. In some instances, candidates did not invite their audience to reply.

(d) Many candidates had difficulty in saying that the bag was stolen. A variety of incorrect words was given for *borsa*. A number of candidates gave details of what was in the bag, some failed to state *where* and *when* the theft took place.

Question 2

The majority of candidates satisfactorily attempted one of the two topics. Generally responses were of an appropriate length and candidates showed a good knowledge of vocabulary and idiom. The following grammatical points often proved difficult:

- conjugation of common verbs
- adjective/noun agreements
- use of the auxiliary verb in compound past tenses.

(a) The better candidates could describe individual members of their host family and listed a number of activities pursued as well as places visited, showing that they possessed sound cultural knowledge. Poorer candidates misinterpreted the cues and wrote a letter introducing themselves to a pen pal.

(b) Most responses included a variety of expressions and vocabulary in keeping with the task. In some instances the number of activities pursued in one weekend was not feasible. The better candidates were able to develop ideas in a structured yet coherent manner by using paragraphs. *Diario* was often written as *dario* or *diairio.*

2/3 UNIT (COMMON)

Section II : Writing Skills

Question 3

Most candidates made a good attempt to answer the questions and responded to all the cues.

The better candidates used the correct register consistently. They also used appropriate vocabulary and correct grammar, making good use of idiomatic expressions.

Poorer candidates used incorrect register, and had a poor knowledge of grammar, idioms, vocabulary, and punctuation. Many addressed the readers of their notes incorrectly.

(a)   Some candidates did not know basic vocabulary such as *cartolina* or *biglietto*, referring to these as *carta* or *lettera*.

Many gave literal translations of certain idiomatic expressions, e.g. *vi ringrazio per avermi* or *grazie del vostro tempo.*

The better candidates gave interesting responses, indicating why their stay with the host family was helpful. Their letters included a good command of grammar, vocabulary and idiomatic expressions.

(b)   The letter format was generally adhered to, although register was often inappropriate as in *Caro direttore* or *Caro Marco* when addressing the employer.

A number of candidates forgot to sign the formal request.

The better candidates were successful in adopting the appropriate format for a formal letter, as in *Egregio Direttore* and closing with *Distinti Saluti*, etc. Their letters were concise and included valid reasons for their request.

It was pleasing to note that most candidates maintained their argument well and included all cues.

Question 4

The majority of candidates performed satisfactorily here, providing original and creative responses in which they elaborated well on their ideas. Students are advised, however, to avoid making literal translations from English into Italian.

The majority of candidates chose either (c) or (d), very few chose (b).

(a)   This question was very well attempted by the better candidates.

(b)   Very few candidates attempted this question. The word *fiducia* was misinterpreted as meaning *self-confidence* or *self-esteem* by quite a number of candidates. Some did not follow through with their original ideas or did not respond in a manner appropriate to a school magazine article.

(c)   This was one of the most popular questions, since the majority of candidates appeared to relate well to the topic and expressed themselves creatively.   The letter format was sustained well, although some candidates wrongly translated the word *partita* as *party* or *departure* and others focused on *una giornata indimenticabile* omitting *una partita.*

Use of lexis was appropriate, although grammatical structures were consistently poor, i.e. use of tenses, prepositions, agreements, articles, order and use of direct and indirect pronoun objects, reflexive verbs and use of *piacere.* Accents and spelling were also a problem, with some candidates inventing words.

(d)   This was another popular question, and most candidates could substantiate their arguments well with appropriate examples. Lack of variety in the use of structures, however, led to a repetition of ideas in some responses.

3 UNIT (ADDITIONAL)

Section II : Writing Skills

The majority of candidates coped well with the questions. It was very pleasing to note that, on the whole, they managed to attack and address the issue at hand.

Part (b) was the most popular, followed by part (c), while part (a) was answered by fewer candidates. The better candidates wrote passionate and informed responses.

The main problem areas were:

- agreement of adjectives

- incorrect tenses and inconsistent use of them, e.g. present and past tense incorrectly used in the same sentence

- inappropriate use of sophisticated verb tenses, e.g. *I genitori sarei nato*.

- prepositions, e.g. *sulla televisione*, *pesci sull'acqua*, etc.

- agreements: nouns, adjectives and verbs. A common mistake was to use collective nouns as plurals, e.g. *la gente pensano*.

(a) The better candidates handled this question well, showing an appreciation of the issue, presenting and arguing their case while using well developed language skills and rising above the superficial details.

Many of the better candidates presented both sides of the argument which resulted in a well balanced response.

The poorer candidates failed to provide a logical or sustained argument.

(b) Quite a number of candidates omitted the cue in responding to an article, for example, failed to use *Caro* or *Egregio*. Many also confused *tempo* with *libertB*.

A number spoke from personal experience, e.g. *i miei genitori*, *i miei amici* instead of being more objective.

A significant number of candidates did not focus on the question and failed to give a complete answer, e.g. they discussed the issue of *i giovani* without referring to the question.

The better candidates used the correct register, saying, for example, *Egregio Direttore* or *Alla redazione*, used the correct letter format and concluded correctly.

They presented their case clearly and argued well, using appropriate language, e.g. *come! osa dire queste cose*, showing that they took a strong stand on the issue which was why they were responding.

(c) A number of candidates did not answer the question, but talked about *l'inquinamento*. They were familiar with vocabulary relating to the topic but failed to respond to the question and, therefore, answers were poor. Many were acquainted with the lexis of *inquinamento* but were unable to write it, e.g. many words were misspelt because candidates did not know the correct terms, e.g. *riciclismo*, *riciclamento*.

2/3 UNIT (COMMON)

Section III : Options

NARRATIVE

Question 5 : Italo Calvino : <u>Marcovaldo</u>

The majority of candidates made a reasonable attempt to answer questions well. Such candidates understood the story/stories and could provide accurate quotations from other stories, although titles of stories were sometimes incorrect. One common problem, however, was the repetitive nature of phrases and opinions expressed.

(a)   While the majority were able to answer this question well, the key words in this quotation were often highlighted and well developed.

(b)   Many candidates failed to understand the meaning of the word *schiuse,* giving its opposite meaning of *closed* instead of *opened.* Most candidates commented well on the notion of Marcovaldo's *daydreaming*, etc.

(c)   The better candidates were able to develop fully and accurately the differences between *le mucche*, *i vaccari* and *i cani*, commenting in detail on the effect of the city on them and their individual reactions to it, and providing a number of pertinent examples. The weaker candidates tended to confuse the various aspects of the question.

(d)   Answers here were generally good.

(e)   References to the other stories were good and included accurate quotations. The better candidates elaborated on Marcovaldo's disillusionment. Many, however, tended to concentrate on Marcovaldo's poverty without alluding to his disappointments in life. A number of responses were not relevant to the question.

DRAMA

Question 6 : Dario Fo : <u>Non Si Paga. Non Si Paga!</u>

Candidates are advised to pay careful attention to the weighting of each question and to respond appropriately, generally providing a longer response to those questions which are worth more.

(a)   On the whole this question was well answered, although there was a wide range of interpretations.

(b)   The question appeared to elicit a wide range of responses and, on the whole, poor candidates showed little understanding of the character of the *Appuntato*. Some even had trouble in distinguishing between the *Appuntato* and the *Brigadiere*. The better candidates showed a good understanding of the *Appuntato*.

(c)   The majority of candidates were able to describe Giovanni's law-abiding upright character fully, and obviously understood the significance of the quotation.

(d)   This question was, on the whole, misinterpreted and not well answered. Many responses were vague and poorly expressed, and comprised ideas that were not developed; moreover, poor candidates failed to link their responses to the rest of Act II. Corruption of the legal system and the lack of support by the trade unions were generally not referred to.

(e)   A good attempt was made by the better candidates to indicate the two major themes and to illustrate them clearly, with lots of good examples and no repetition.

The corruption aspect of the question was poorly handled. Exploitation was dealt with better but there was a tendency to repeat statements and references. It is not adequate simply to state *workers were exploited* without giving specific examples from the text. Quite a number of candidates failed to answer the question.

SONGS

Question 7

Most candidates made a good attempt at answering each question. Care should be taken, however, with spelling, as it could lead to misinterpretation, e.g. there was frequent misuse of *women* instead of *woman* when analysing *Milady*.

(a)   Generally candidates disregarded the marks allocation and provided only a literal translation or a superficial analysis.

(b)   The better candidates were able to link all three images in their response. *In un teatro a fari spenti* was either ignored or poorly interpreted.

(c)   This question was generally answered well. The majority of candidates competently identified the contradiction, with the better candidates showing a depth of understanding of all the lines by linking the quotation back to the song.

(d)   Responses to this question were often vague; many failed to identify the themes or to show how they were reflected in the music.

(e)   Most candidates referred only to Vecchioni's songs, thereby limiting the choice available to them. Students are advised to read the question carefully. Often discussion of *Milady* was both superficial and repetitive.