

Example Candidate Responses

Cambridge
Pre-U

Cambridge International Level 3
Pre-U Certificate in
ITALIAN (9783)



UNIVERSITY of CAMBRIDGE
International Examinations

Example Candidate Responses

Italian (9783)

Cambridge International Level 3
Pre-U Certificate in Italian (Principal)

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Cambridge International Level 3 Pre-U Certificate

Italian**9783****Contents**

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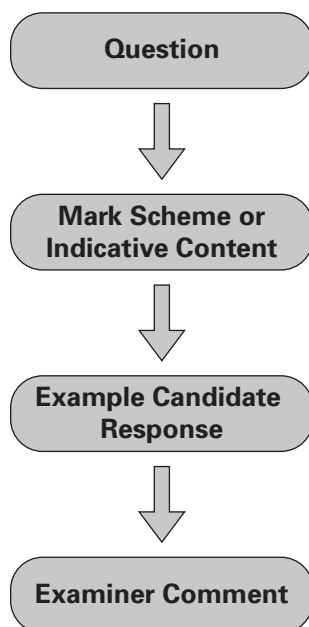
Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge Pre-U, and to show how different levels of candidates' performance relate to the subject's curriculum and assessment objectives.

Cambridge Pre-U is reported in three bands (Distinction, Merit and Pass) each divided into three grades (D1, D2, D3; M1, M2, M3; P1, P2, P3).

In this booklet a range of candidate responses has been chosen to illustrate as far as possible each band (Distinction, Merit and Pass). Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

For ease of reference the following format for each paper of the subject has been adopted:



Each question is followed by an extract of the mark scheme used by Examiners. This, in turn, is followed by examples of marked candidate responses, each with an examiner comment on performance. Comments are given to indicate where marks were awarded and how additional marks could have been obtained. In this way, it is possible to understand what candidates have done to gain their marks and what they still have to do to improve their grades.

Teachers are reminded that a full syllabus and other teacher support materials are available on www.cie.org.uk. For past papers and Examiner Reports please contact CIE on international@cie.org.uk.

Components at a Glance

Component	Name	Duration	Weighting (%)	Type of Assessment
1	Speaking	c. 16 minutes	25	Externally assessed oral
2	Reading & Listening	2 hours 15 minutes	25	Externally set and marked written paper
3	Writing and Usage	2 hours 15 minutes	25	Externally set and marked written paper
4	Topics and Texts	2 hours 30 minutes	25	Externally set and marked written paper

This booklet contains a selection of example candidate responses and Examiner comments for Paper 2 (Translation and Summary), Paper 3 (Discursive Essay), and Paper 4 (Topics and Texts).

Paper 2 Reading and Listening

Part I Reading

Testo do lettura 3

17 Translate the following passage into **Italian**. You may use words or phrases from the previous passage.

The presence of soldiers in the Italian capital has been welcomed by most inhabitants, but there are those who think that such a drastic measure is unnecessary. A fear of uniforms seems to be the reason for some people's objections, and it is clear that immigrants feel threatened. If the government had been prepared to put more police patrols on the streets, there would have been no need to involve the army, but it is too late now.

Mark Scheme

Translation

One tick for each box, then see conversion table.

General marking principles for the transfer of meaning

- The correct information should be communicated.
- Any suitable alternative rendering can be accepted.

Translation

English	Accept	Reject
The presence of soldiers	La presenza di soldati	
in the Italian capital	nella capitale italiana	
has been welcomed	è stata accolta	
	in modo positivo	
by most inhabitants	dalla maggior parte	
	degli abitanti,	
but there are those who think	ma c'è chi pensa	
that such a drastic measure	che una misura	
	così drastica	
is unnecessary.	non sia	
	necessaria.	
A fear	La paura	
of uniforms	della divisa	
seems to be	sembra essere	
the reason for some people's objections	il motivo per le obiezioni	
	di alcune persone,	
and it is clear that	ed è chiaro che	
immigrants	gli immigrati	
feel	si sentono	
threatened.	minacciati.	
If the government	Se il governo	
had been prepared	fosse stato disposto	
to put	a mettere	
more police patrols	più pattuglie di polizia	
on the streets	sulle strade,	
there would have been no need to involve the army	non ci sarebbe stato	
	bisogno di	
	coinvolgere l'esercito,	
but it is too late	ma è troppo tardi	
now.	ormai.	

Conversion table

Number of ticks	Mark
28–30	10
25–27	9
22–24	8
19–21	7
16–18	6
13–15	5
10–12	4
7–9	3
4–6	2
3	1
0–2	0

[Total: 10]

Part II Listening

Brano d'ascolto 3**L'energia nucleare**

34 Listen to the text and summarise its content according to the bullet points provided in no more than 100 words of **English**.

- Advantages of nuclear energy
- Disadvantages
- Reference to USA and Finland
- Role of nuclear power in resolving the energy crisis
- Current usage and viability

Mark Scheme

- doesn't produce greenhouse gases
- encourages scientific research
- almost inexhaustible
- produces radioactive waste
- which takes tens of thousand years to degrade
- both Finland and USA big users of nuclear energy
- neither can find a secure place for waste
- nuclear power will not provide a solution to the energy crisis
- it takes too long to build a new nuclear power station
- only 6.5% of energy produced worldwide is nuclear
- if it were that convenient, it would be much more widely used

[Total: 10]

Transcript

Dopo gli incidenti a due centrali francesi tornano le paure e si riapre il dibattito sul nucleare. Ecco l'opinione del geologo Mario Tozzi:


Prima di tutto non bisogna avere pregiudizi di carattere ideologico per quello che riguarda il nucleare, perché ha dei vantaggi: non produce gas serra, promuove innovazione e ricerca scientifica ed è quasi inesauribile, a questo ritmo di sfruttamento. Però anche i difetti vanno considerati, vanno messi sul piatto della bilancia. Il primo e forse il più importante è che il nucleare produce scorie, cioè rifiuti che sono radioattivi e che persistono nell'ambiente per decine di migliaia di anni. E non esiste al mondo nemmeno un posto, neanche uno, né negli Stati Uniti, né in Finlandia, paesi leader per quanto riguarda il nucleare, dove queste scorie possano essere confinate in maniera definitiva e sicura.

Se uno pensasse di risolvere l'emergenza climatica ed energetica con il nucleare, sbaglierebbe di grosso. Ci vogliono 10 anni, per esempio in Italia, per avere una nuova centrale nucleare. Sarebbe una centrale ancora di terza generazione dunque non intrinsecamente sicura perché quelle di quarta generazione saranno pronte forse da qui a 20 anni.

Al mondo soltanto il 6,5% dell'energia primaria, cioè di tutta l'energia, compresa quella dei trasporti, quella che inquina di più, è prodotto per via nucleare. Se il nucleare fosse davvero così conveniente, sarebbe molto, ma molto più diffuso.

Example Candidate Response – Distinction

Reading: Translation

[10] 

La presenza di soldati nella capitale italiana è stata accolta dalla maggior parte degli abitanti, ma ci sono quelli che pensano che una tale misura drastica non sia necessaria. Una paura delle divise sembra essere la ragione ~~per~~ per gli obiezioni di alcune persone, ed è chiaro che gli immigrati si sentono minacciati. Se il governo fosse stato preparato a mettere più pattuglie di polizia sulle strade, non ci sarebbe stata alcuna necessità di coinvolgere l'esercito, ma adesso è troppo tardi.

Listening: Summary

- (9) [10]
- ✓ Nuclear energy doesn't ~~not~~ produce greenhouses gases.
 - ✓ It also promotes scientific research innovation.
 - ✓ ~~However~~ ^{However}, it does produce radioactive waste, ~~(the waste)~~ which isn't biodegradable. This waste can not be ~~placed~~ securely ^{placed} ~~anywhere~~ anywhere, not even in the US ~~(the US)~~ or Finland, which are leading nations with regard to nuclear energy.
 - ✓ Nuclear power will ~~not~~ ^{not} resolve the energy crisis; for example, it will take 10 years to build a new nuclear centre ^{in Italy} and even then, it will be a 3rd Gen. plant, while 4th Gen. ~~could~~ could be ready ~~in~~ in 20 years.
 - ✓ In the whole world, 6.5% of all energy* is ~~currently~~ ~~currently~~ nuclear-produced. If nuclear power really were so convenient, its ~~could be used for more really~~ ~~use would be far more widespread~~ use would be far more widespread.
- * , including transport, the biggest polluter,

Examiner Comment

Reading

This candidate appropriately translated 24 of the 30 items constituting this translation, and was thus awarded 8 out of 10 marks (22–24 items required for this mark).

Confident manipulation of language – no hesitation over the passive, subjunctive, reflexive or complex sentence. Errors of agreement are rare, but striking in *un paura*, and *gli obiezioni*; however, grammatically this

is a strong performance indeed. *Una tale misura* seems an advanced mistake, with the candidate extending from 'such a measure' to 'such a drastic measure' and expecting the Italian to follow suit. If this standard were consistently maintained over the entire examination, one would expect this candidate to comfortably attain the D2 grade; if the standard exemplified in this question represented the lower end of the candidate's abilities, then perhaps this candidate might also find himself considered for the D1 grade.

Listening

Two pieces of information must be given for each bullet point in order to gain the full 10 marks on this question.

Two pieces of information are correctly furnished for bullet point one. The second part of the candidate's answer for bullet point two is considered insufficiently close to the desired answer to be awarded the mark (the candidate states that nuclear waste 'isn't biodegradable' when in fact it 'takes tens of thousands of years to degrade'). Although the order of information given is reversed by the candidate, both pieces of information required are given and therefore both marks are awarded. Both points are awarded for bullet point four as the facts are recounted with a high level of detail, the mention of 20 years being enough to gain the mark via inference for the timescale being too long. Both points are covered for point five. The candidate therefore gains 9 out of 10 overall, a very strong performance which could credibly be considered part of a D2, or perhaps even a D1, performance over the entire examination.

Example Candidate Response – Distinction

Reading: Translation

[10]

7

la presenza dei soldati nella capitale italiana è
 stata accolta ^{con} dalla maggioranza ^{degli} abitanti, però
 ci sono quelli che pensano che una misura così drastica
 sia ⁱⁿunnecessaria. Una ^{di}parca delle ^{di}divise sembra
 di ^{essere} la ragione per le obiezioni di qualche ^{di}gente.
 E' ed è chiaro che gli immigrati si sentono minacciati.
 Se il ^{il}governo fosse stato ^{più} pronto a ^{far} porre più
 pattuglie ^{poliziotte} sulle strade, ^{non} ci sarebbe stato
 un ^{bisogno} di coinvolgere l'esercito, ma è troppo tardi
 adesso.

Example Candidate Response – Distinction

Candidate 1

Listening: Summary

[10]

It doesn't produce greenhouse gases, it promotes innovative scientific research and in this age of exploitation it's almost inexhaustible.

Radioactive waste remains in the environment for tens of thousands of years and there is no place where it can be definitively or securely confined, even in USA or Finland, ~~the~~ countries which have taken the lead in nuclear power.

It won't resolve the crisis given in Italy it takes ten years to build a plant. Third generation plants are insecure and fourth generation won't be ready for twenty years.

Nuclear provides only 6.5% of the world's primary energy supply and if more convenient, pollution would be more scarce.

98

Example Candidate Response – Distinction

Candidate 2

Listening: Summary

[10]

- ☒ it does not produce greenhouse gases
- ☒ it promotes scientific research
- ☒ it is not exhausted - there is lots of fuel left
- ☒ it produces radioactive waste
- ☒ the waste stays in the environment radioactive for tens of thousands of years
- ☒ The USA and Finland are the leading countries regarding Nuclear energy
 - ~~There is place in USA or Finland that the leaders consider~~
 - ~~a safe place~~ - They do not believe there is a place that is confident the waste can be contained safely in their respective countries
- ☒ it would be a mistake to think it was a solution
 - It takes 10 years to build a third generation power station which is not intrinsically safe and 20 years to build a 4th generation and safe power station
- ☒ 6.5% of the world's energy is nuclear
 - All the energy must be transported which pollutes more
 - if it was convenient it would be very widespread.

Example Candidate Response – Distinction

Candidate 3

Listening: Summary

10
thous of thousands of years

For Examiner's Use

L'energia nucleare

34 Listen to the text and summarise its content according to the bullet points provided in no more than 100 words of **English**.

Advantages of nuclear energy → it doesn't produce greenhouse gases
→ it promotes innovative scientific research
→ it is almost everlasting atom.

Disadvantages

Reference to USA and Finland - leading countries in nuclear energy

Role of nuclear power in resolving the energy crisis → big error to make it in the 10 years to build a new one 3rd generation

Current usage and viability → 6.5% of all energy is nuclear
if it really was viable, it would be more widespread

radioactive waste which stays in the environment a long time
nowhere in the world it has met the need of electricity and fuel

It

- Nuclear energy doesn't produce greenhouse gases.
- It promotes innovative scientific research.
- It is practically inexhaustible.
- ~~However~~ it produces radioactive waste which ^{pollutes} ~~lasts~~ for tens of thousands of years ~~in the environment~~.
- It cannot be disposed of definitively and safely anywhere in the world.
- Not even in the USA and Finland, the leading countries in nuclear energy.
- ~~However~~ It cannot solve the energy crisis.
- In Italy it would take 10 years to build ^{an unsafe} ~~and unsafe~~ 3rd generation nuclear plant, and 20 years for a 4th generation one.
- Only 6.5% of ~~the~~ primary energy used is created by nuclear power.
- ~~the~~ If it ^{really} ~~really~~ was viable, it would be more widespread.

[10]

Examiner Comment

Reading

30 items form the basis of the 10 marks available for this question, of which this candidate translated 20 appropriately, leading to a mark of 7 out of 10 (19–21 items required for this mark).

Phrasing is confident throughout, and grammar remains largely unaffected by hesitations over lexis. The subjunctive was handled with ease and the candidate remains close to the text in most instances. *Un bisogno* and *tardo* are perhaps surprising errors to find in an answer scoring this mark but *drastica* and *obiezioni* are correctly employed. Failure to qualify *accolta* or to translate 'prepared to put' correctly constitute examples of missed further marks at a higher level but overall this is a consistent translation and could potentially form part of a D2 performance if such a standard were maintained over the other papers.

Listening

Two pieces of information must be given for each bullet point in order to gain the full 10 marks on this question.

Although differing in style of presentation, with two candidates preferring bullet points and one continuous prose, all three responses are faultless, and gain the full 10 marks available for this question. They are well-worded and succinct, whilst managing to be extremely thorough. That they have understood fully the source material is indisputable. These answers could be considered part of a D2 performance across the whole examination where some papers caused more difficulty than others, but of course were this standard to be replicated over all the papers consistently then a D1 grade would be likely.

Example Candidate Response – Merit

Reading: Translation

[10] 6
 La presenza dei soldati a Roma è stata
 accolta dalla ^{maggior} ~~maggioranza~~ parte dei cittadini, ma ci sono
 delle persone che pensano che una misura così
 rivoluzionaria non è necessaria. Una paura dei delle ^{diverse}
 sembra essere la ragione per i critici di qualche
 persona, e è evidente che gli immigrati ^{si} sentono
 minacciati. Se il governo avesse stato preparato
 di mettere più pattuglie ^{poliziotti} sulle strade,
 non sarebbe stato necessario coinvolgere l'esercito, ma
 ora è troppo tardi.

Example Candidate Response – Merit

Listening: Summary

- 34 Listen to the text and summarise its content according to the bullet points provided in no more than 100 words of English.

- Advantages of nuclear energy
 - Disadvantages
 - Reference to USA and Finland
 - Role of nuclear power in resolving the energy crisis
 - Current usage and viability 6.5%
- Handwritten notes:*
 - doesn't hurt envt. green. — almost limitless supply
 - helps scientific res.
 - dangerous, rad. wast. for ten thous. years
 - leaders of nuclear use - don't know where to put it.
 - not good ten years to build. not quick.

7 [10]

- Nuclear energy does not produce greenhouse gases and there is almost a limitless supply of uranium. It also helps scientific research.

- However, nuclear energy produces dangerous and radioactive waste which remains dangerous for ten thousand years.

- This waste is very hard to dispose of; even the USA and Finland who are leaders of nuclear energy cannot find a safe place.

- In order to solve the energy crisis nuclear energy would be a bad idea for the crisis since it takes 10 years to build a new station.

- The current usage is 6.5% in the whole world of nuclear energy. If it was more available, it would be used much more.

Examiner Comment

Reading

17 out of 30 possible component items were awarded to this candidate, leading to a mark of 6 out of 10 for this question (16–18 items are required for this mark).

Phrasing is solid throughout and no gaps are left. This candidate re-uses lexis and grammar from the previous question but unfortunately some of these borrowings are unsuccessful because of e.g. use in the plural for *divise*. Poor spelling is also the grounds for the rejection of *è evvidente che*, an otherwise acceptable attempt at rendering 'it is clear that'. Failure to adhere closely enough to the text loses this candidate further opportunities to increase his mark – 'in the Italian capital' is too loosely rendered as *a Roma* for example. Thanks to its reasonable basic structure, however, this answer could potentially be viewed as forming part of an M2 grade overall.

Listening

Two pieces of information must be given for each bullet point in order to gain the full 10 marks on this question.

Two pieces of information are correctly furnished for bullet points one, two and three. The candidate's response to bullet point four is considered insufficiently specific to be worthy of the full 2 marks and is only awarded one. 'A bad idea for the crisis' is not really the same thing as not providing a solution, and the candidate does not state clearly the fact that '10 years to build one station' is **too long** to be helpful. Lack of clarity is also the reason for this candidate failing to gain the first mark available for bullet point five. However, the candidate gains 7 marks overall and certainly produces a decent response to this question, worthy of an M2 grade.

Example Candidate Response – Merit

Reading: Translation

[10]

6

La presenza dei soldati nel capitale italiano
 è stata ricevuta, dalla maggioranza di cittadini,
 ma ci sono quelli che pensano che una misura
 così drastico è innecessaria. Una paura delle
 uniformi sembra essere la ragione per i critici
 di alcune persone, ed è chiaro che gli immigrati
 si sentono minacciati. Se il governo fosse stato
 preparato a mettere più pattuglie poliziotte
 nelle strade, non avrebbe avuto bisogno di
 involucrare l'esercito, ma ora è troppo tardi.

Example Candidate Response – Pass/Merit

Listening: Summary

- (6/10)
- ✓ - doesn't produce greenhouse gases and promotes ^{scientific} innovation.
 - ✓ - It is almost unexhaustable
 - ✓ - Disadvantages however, are that it produces radioactive waste that remains in ^{the} environment for hundreds of thousands of years.
 - They haven't ^{created} a safe way of dealing with their nuclear waste.
 - ✓ - It is unlikely to resolve anything because the power stations aren't safe and won't last very long.
 - Nuclear energy ^{makes up} ~~is used by~~ 6.5% of the primary energy used, and is becoming very widespread.

Examiner Comment

Reading

This candidate received marks for 16 out of 30 possible component parts of the translation (16–18 items are required for a mark of 6 out of 10).

Re-use of lexical items from the previous question was reasonable on the whole, but *accolta* and *divisa* are notable absences. Hesitations over items of vocabulary do not impact negatively on phrasing however. Grammatically, points were lost over basic issues such as adjectival agreement (*drastica*) and use of the subjunctive following *pensare che*. Nevertheless, other potential pitfalls such as *si sentono minacciati* and the final *se* clause were handled well, meaning that this answer could well form part of the basis for this candidate receiving an M2 overall.

Listening

Two pieces of information must be given for each bullet point in order to gain the full 10 marks on this question.

This candidate managed to provide three relevant points for bullet point one. Both necessary points are referred to for bullet point two, with the error '**hundreds** of thousands of years' losing this candidate the mark for the second piece of information however. No mention of the two countries, Finland and the USA, is made, but the second available piece of information is correctly communicated for bullet point three. Only one mark was awarded for point four, on the basis of 'unlikely to resolve anything' being close in meaning to 'will not provide a solution'. The other information given is incorrect. Similarly for point 5, where the first half of the information provided is correct but the second half is not, meaning that 6 marks were awarded overall.

question but on the whole is unsuccessful – *accolta* and *divisa* are striking omissions. Grammatically, the candidate's failure to include the preposition *in* for 'in the capital', and to use *sia* following *pensano che* constitute further grounds for this answer being illustrative of a P2 grade overall.

Example Candidate Response – Pass

Reading: Translation

La presenza di soldati nella capitale italiana [10] 5
 è stata accolta, dalla maggior parte degli abitanti,
 ma ci sono quelli che pensano che tanto una
 misura drammatica non sia necessaria. Una paura
 delle forme militari sembra di essere la ragione per
 le obiezioni di ~~alcune~~ qualche persona, e è chiaro
 che gli immigrati si sentono minacciati. Se il governo
 fosse stato preparato porre più pattuglie poliziotte
 sulle strade, non sarebbe stato il bisogno di
 coinvolgere l'esercito, ma adesso è troppo tardi.

Examiner Comment

Reading

This candidate received points for 15 of the 30 component parts of the translation, leading to a mark of 5 out of 10 for this question (13–15 items are required for this mark).

Although there are basic errors at both lexical and grammatical levels (*forme* for 'uniforms'; *sembra di essere*), the candidate attempts the whole passage and manages to keep phrasing more or less intact throughout. The candidate also borrows sufficiently from the previous passage to shore up the sense of the translation although this is patchy in areas, particularly where verbs are misused or invented (e.g. *porre*, *involgere*). Basic errors such as lack of agreement in *accolto*, and the incorrect *tardo* lose this candidate further opportunities to access a higher mark. Such an inconsistent performance could plausibly lead to a P2 mark overall.

Paper 3 Writing

Part I

Part I: Discursive Essay (40 marks)

Question

1 Rispondi a **UNA** delle seguenti domande **in italiano**. Scrivi tra 350 e 450 parole.

Riporta esempi rilevanti, che siano dal contesto italiano o no.

(a) Fino a che punto l'industria del turismo porta più svantaggi che vantaggi agli abitanti delle zone maggiormente frequentate dai turisti?

Mark Scheme

- Accuracy and linguistic range (24 marks) [AO2]
- Development and organisation of ideas (16 marks) [AO3]

Accuracy and linguistic range

22–24	Excellent	Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
18–21	Very good	Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
14–17	Good	Generally accurate. Good range of vocabulary and some complex sentence patterns.
10–13	Satisfactory	Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.
6–9	Weak	Persistent errors. Simple and repetitive sentence patterns. Limited vocabulary.
1–5	Poor	Little evidence of grammatical awareness. Very limited vocabulary.
0		No relevant material presented.

Development and organisation of ideas

15–16	Excellent	Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing.
12–14	Very good	Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument.
9–11	Good	Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument.
6–8	Satisfactory	Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material.
3–5	Weak	Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed.
1–2	Poor	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped.
0		No relevant material presented.

Example Candidate Response – Distinction (D1)

(a) A causa della facilità con cui possiamo viaggiare ai Paesi stranieri, sembra che il mondo ~~è~~ sia diventato più piccolo, e, di conseguenza, il turismo è ~~ora~~ una parte ^{sempre più} ~~molto~~ importante delle economie di molti Paesi, il che mostra come ^{importanti sono} ~~importante~~ i turisti stranieri per ~~molta~~ ^{molta gente} ~~molte~~ ^{qualche persona} ~~persone~~. Ma ~~ci sono anche~~ altri effetti ~~molte~~ che il turismo sia sempre positivo.

È innegabile che il turismo è la fondazione di molte economie. In Svizzera, per esempio, un Paese senza molte risorse ^{naturali} ~~naturali~~, le città ^{vive} ~~rette~~ alle montagne sono diventate ricche grazie ^{ai turisti che cercano lo sport} ~~allo sport che si trova nella neve~~. ^{e come risultato} ~~Questo~~ ^{gli abitanti della città approfittano dei soldi che i turisti portano.} ~~Questo~~ è anche vero in molti Paesi più ~~poveri~~ ^{poveri}: ai Caraibi, l'influsso dei turisti che cercano la sabbia e il sole ^{migliorato} ~~aumentato~~ l'economia molto. Se non ci

la gente in questi ~~paesi~~ ⁴ ~~paesi~~
fossero questi turisti, ~~questi paesi~~ sarebbero più poveri.

Si vede questo ~~nei~~ in Africa, perché c'è una

manca di turismo a causa dell'instabilità politica, quindi

c'è la povertà ^{ricchi} perché i turisti non portano i soldi. Questo va a

dimostrare a che il turismo porta ^{vantaggi} ~~dei~~ economici agli abitanti.

Ma i vantaggi economici del turismo non sono soltanto

i soldi: ~~molte~~ molti proprietari ricchi investono soldi negli

hotel alberghi e nell'infrastruttura del paese: in molte città

in nell'Africa del sud, gli abitanti ~~a~~ lavorano negli alberghi,

~~per~~ e lavorano nella costruzione degli alberghi: quindi il

turismo ^{aiuta} ~~aiuta~~ anche il problema di disoccupazione. ²

L'importanza del turismo ~~di~~ sull'economia va mostrata ~~dei~~

dalle conseguenze della crisi economica del 2008: per

causa della ^{c'era una mancanza} ~~disoccupazione~~ di turisti, e

molte ~~alte~~ alberghi sono falliti. È dunque chiaro che la
 l'influenza del turismo ~~è sotto~~ sulla vita degli abitanti è grande,
 per esempio strade e ~~elle~~ elettricità,
 perché ^{gli} porta l'infrastruttura ~~per~~ a posti di lavoro.

Sebbene i soldi siano molto importanti nel mondo,
 ritengo che non si possa dimenticare ~~gli~~ gli effetti del
 turismo che non trattano dei soldi. Pur essendo una ^{creativa} forza ~~creativa~~,
 che crea posti di lavoro, ~~il turismo è~~ sembra che il turismo sia
 anche distruttivo. Per esempio, ^{vicina} ~~vicina~~ alla montagna Everest
 c'è una alta montagna dei rifiuti dei turisti! Nei centri
 storici delle città italiane, per esempio a Roma o Venezia,
 i monumenti vengono danneggiati dalla presenza dei turisti.
 Questo mostra che i turisti che vogliono godere la città ~~sono~~
 danneggiano la città per gli abitanti, che devono abitare con
 i rifiuti dei turisti che sono partiti dopo aver visto quello

che vogliono vedere.

L'influenza di globalizzazione segue anche il turismo: gli alberghi americani sono costruiti in Africa, e c'è ora un ristorante di "McDonald's" nel museo "Louvre" a Parigi. Nonostante gli alberghi siano una fonte di soldi per gli abitanti, sono anche la causa per cui gli abitanti perdono ~~molte~~ le ^{loro} tradizioni. A Phuket, in Thailandia, per esempio, nessuno pesca nel modo tradizionale, perché lavorano ~~per~~ ^{vedrebbe} per gli turisti. Chi ci va, ~~vedrebbe~~ che queste tradizioni sono ^{perdute} quasi ~~perdute~~, il che è un terribile peccato. Questo esempio mostra che ^{gli abitanti delle zone} ~~il turismo causa~~ frequentate dai turisti devono lavorare per le ditte occidentali per guadagnare soldi, ma perdono il loro modo di vita normale.

Io rid penso che sia più importante che le tradizioni degli abitanti sono salvaguardate, ~~perché~~ che guardano più

I (a) soldi, perché i danni al loro modo di vita sono
 troppi. La natura distruttiva ^{del turismo} dei turisti cambia la vita
 degli ^{abitanti} abitanti, e di conseguenza perdono quello che
 è più importante dei soldi: la ^{loro} cultura e la storia culturale.
 È anche vero che questa storia è quello che i turisti vogliono
 vedere, e questo mostra che il turismo danneggia quello
 che di cui ^{e a causa di questa ipocrisia è} si tratta, ~~ed è dunque chiaro~~ che il
 turismo porta ~~mol~~ più svantaggi per gli abitanti.

ALR: 19
 DOL: 15

34 / 40

Examiner Comment

The candidate has produced a very accomplished piece of work both in terms of language and of content. All aspects of the question have been addressed and dealt with clearly.

The essay begins with a nicely balanced introduction which introduces the context and alludes to both sides of the issue. The essay then proceeds to deal with these two sides in turn: the candidate first mentions the advantages of tourism (principally for the economy and for employment) before moving on to deal with the disadvantages (damage to the natural and built environment and a loss of cultural traditions). In both sections the candidate provides an impressive range of relevant examples to support the points made. The conclusion is coherent and convincing, taking a clear stance and following naturally from the argument outlined in the body of the essay.

The language used by the candidate is also impressive. Although there are some errors, the communication is always clear and fluent, and the impression is of a candidate with a comfortable command of the higher registers of the language. Many complex lexical items are used (*risorse naturali*, *approfittare*, *migliorare*,

disoccupazione, rifiuti, danneggiato and so on), and the candidate also shows an impressive familiarity with the more advanced grammar and structures of the language (conditional if clauses, present subjunctive, impersonal expressions, relative pronouns and so on).

Accuracy and linguistic range 19/24

Development and organisation of ideas 15/16

Question

1 Rispondi a **UNA** delle seguenti domande **in italiano**. Scrivi tra 350 e 450 parole.

Riporta esempi rilevanti, che siano dal contesto italiano o no.

(b) Quali sono, secondo te, le cause principali dell'attuale "allarme obesità" nelle società occidentali? Quali soluzioni proponi?

Mark Scheme

- Accuracy and linguistic range (24 marks) [AO2]
- Development and organisation of ideas (16 marks) [AO3]

Accuracy and linguistic range

22–24	Excellent	Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
18–21	Very good	Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
14–17	Good	Generally accurate. Good range of vocabulary and some complex sentence patterns.
10–13	Satisfactory	Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.
6–9	Weak	Persistent errors. Simple and repetitive sentence patterns. Limited vocabulary.
1–5	Poor	Little evidence of grammatical awareness. Very limited vocabulary.
0		No relevant material presented.

Development and organisation of ideas

15–16	Excellent	Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing.
12–14	Very good	Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument.
9–11	Good	Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument.
6–8	Satisfactory	Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material.
3–5	Weak	Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed.
1–2	Poor	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped.
0		No relevant material presented.

Example Candidate Response – Distinction/Merit

intro: huge problem in western countries
 will have dire consequences if we don't improve situation
 lots of media coverage - per esempio "Supersize me"

causes: Phenomenon of fast food 'cheap
 'downgrade' - there is fast food near

In children: Lack of compulsory sport
 education about dangers of eating
 Bad parenting

Multinational globalization: advertisement of food everywhere
 live in a consumer society - huge supermarkets
 - vast availability

genetic modification: Surplus of food
 live in a tolerant society

solutions: ban fast food
 raise taxes on fast food & gm products
 make healthy fruit cheaper
 compulsory visite mediche - governments spend more on health care
 sensibilizzare i bambini
 have to improve

cominciare
 cominciare
 effetto sera
 effetto sera
 effetti
 effetti

B) Quali sono, secondo te, le cause principali dell'attuale "allarme obesità" nelle società occidentali? Quali soluzioni proponi?

Per ~~cominciare~~ ^{cominciare}, direi che il fenomeno attuale dell'obesità è uno dei problemi ~~la~~ più preoccupante del nostro tempo. Tutto va a dimostrare che il tasso di quelli che in sovrappeso è aumentato, e continua a crescere.

C'è stata molta attenzione nei mass media per quanto riguarda questa polemica, per esempio il film documentario "Supersize me", che ha criticato la società "McDonalds", ~~la~~ mettendo in evidenza in modo brutto le effetti del suo "fast-food".

Secondo me, la causa principale di

Intro.

✓
eg.

questa preoccupazione è la globalizzazione della società in cui viviamo nel mondo occidentale. Non si può negare che viviamo in una società del consumo: Dovunque abiti, ci sono le pubblicità dappertutto che incoraggiano questa mentalità consumeristica. Nello stesso modo, sembra che la quantità di Supermercati e centri commerciali aumenta sempre più. Infatti dicono che in Inghilterra 15 per cento di denaro trattato dal consumatore va a 'Tesco'.
Perciò non è sorprendente che esista questo fenomeno.

Inoltre, la disponibilità del 'fast-food' nelle società occidentali, in paragone ai Paesi in via di sviluppo, non migliora la situazione.

✓

✓

✓
eg.

relevance

✓

?

Le imprese come 'Coca Cola' e 'McDonalds' si pubblicizzano ~~beatis~~ in modo benissimo. Chi può dire che non ha visto la marca 'Coca Cola'? Inoltre sono economici, e nel caso di 'McDonalds', facile da fare. In questo modo l'industria di 'fast-food' non aiuta questa problematica.

Direi anche che la mancanza dello sport d'obbligo nelle scuole potrebbe essere una ragione per cui c'è stata una crescita dell'obesità. In Inghilterra la maggioranza dei bambini pratica uno sport parascolasticamente in un club giovanile, il che è volontario. Se fossi il ministro della Pubblica Istruzione, renderei ~~la~~ l'educazione fisica obbligatoria ~~nelle~~ ~~scuole~~ fino a le scuole superiori. Si può dire

che c'è una carenza di sensibilizzazione e d'inseg-
d'insegnamento sulla vicenda dell'obesità. Inoltre dei
genitori indulgenti contribuiscono a questo problema.

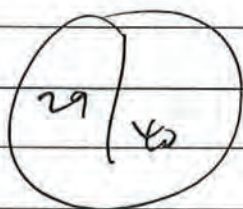
~~Per risolvere il problema dell'obesità~~, Penso che
i governi occidentali risolverebbero questi problemi, se
introducessero qualche ~~regola~~ legge ~~non~~: Per cominciare,
potrebbero aumentare le tasse sul 'fast-food' o
anche vietarlo completamente. Questo potrebbe
ridurre il tasso delle persone in sovrappeso.

Nello stesso modo, potrebbero diminuire le tasse
sui prodotti sani, per esempio i frutti, per incoraggiare
la gente a mangiare più nutrientemente.

Penso che i governi debbano investire più denaro nella Mutua. Se ~~le~~ una visita medica regolare fosse obbligatoria, le persone obese combatterebbero meglio le cause dell'obesità. ✓
 Infine, ritengo che i bambini debbano essere sensibilizzati meglio nelle scuole dei pericoli ^{di} ~~della~~ denutrizione e d'obesità. Per concludere ✓
 direi che questo problema deve essere risolto, Conc.
 affinché una crisi dell'obesità non diventi una crisi demografica.

ALR: 18

DOI: 11



Examiner Comment

The candidate has produced a good essay which deals coherently with various aspects of the issue and provides a clear answer to the question.

The candidate introduces the argument clearly and provides an example of the media interest in this issue. The first point (about globalisation and advertising) is relevant and mostly expressed with clarity. The reference to developing countries, however, is rather ambiguous. The point about compulsory sport in schools is relevant and well made, although something of a generalisation. It is a shame that the point about the role of parents has not been developed further. The candidate does offer various solutions to the problem, some more original and realistic than others, and offers a suitable conclusion to the argument.

In terms of the candidate's language, the overall impression is one of fluency: the candidate almost always communicates his ideas clearly. There are also some instances of use of sophisticated structures (conditional if clauses, object pronouns, relative pronouns and so on) and lexis (*sensibilizzare*, *la marca*, *disponibilità*, *paesi in via di sviluppo* and so on). However, the level of accuracy is slightly uneven, particularly in the more complex language.

Accuracy and linguistic range 18/24

Development and organisation of ideas 11/16

Example Candidate Response – Merit

- b) obesità è un problema della società moderna. $\frac{1}{16}$ 10 % della gente in Inghilterra - obesa. . . .
- ① Fastfood \swarrow economico, facile
povertà \nwarrow
- ② Mancanza di sport
- non giocare sport
- giocare sul computer
- alla scuola non devono non e i comp disponibili
- soluzioni
- ① devono giocare lo sport
le scuole che dovessero hanno più tempo per le attività
- ② creare una base di fastfood - è caro dunque poveri non lo vogliono
- come
è un problema ^{aumento} ~~in~~ ^{crescita}
- ① Fastfood ② Mancanza di sport
povertà \downarrow non fa
per attirare a scuola
③ per divertirsi non ha
bisogno di giocare nel
- fast tecnologia
la paura del dei ragazzi
- Soluzioni
- ragazzi devono giocare sport
-

b) l'obesità è un problema della società moderna che
 e molto difficile da
~~governi non possono risolvere~~. Sempre più gente ^{sta} diventando
 grossa e quest'afflizione non è solo è molto cara per i governi
 perché le persone obese spesso possono avere le malattie come
 un infarto le infarte ^e che il governo deve pagare per curare
 le i bambini le, la gente questo tipo della gente. Una grande
 parte dei bambini nelle società occidentali sono obesi e questo fatto
 crea per le preoccupazioni per la futura della società. In Inghilterra
 dieci e % delle persone sono obese e questo numero ^{sempre} aumenta.
 Penso che la causa principale dell'obesità è
 il fast food. Il fast food è economico, facile e quando si ~~pre~~
 compra il cibo si lo riceve subito. Il sapore del cibo è facile
 da amare particolarmente per dai bambini. Oggi giorno
 i bambini voglio vogliono andare al "MacDonalds" o "Burger King".

invece di andare in un ristorante buona ristorante e i genitori
 sono contenti andare e con i loro bambini nonostante
 sappiamo che il cibo non è sano. Tutti conoscono che il
 fast food è negativo per la salute ma sembra che la
 maggior parte delle persone pensino che il fast food porta più
 vantaggi che ~~svantaggi~~ ~~no~~ ~~ai~~ ~~loro~~. C'è una legame tra l'obesità
 e il fast food e questo è a causa del fatto che il fast food
 è economico. Ma anche c'è il ~~prob~~ problema che i genitori
 spesso non sono sposati e significa che quando un ragazzo
 rimane alla sua casa ~~il~~ i suoi genitori lavorano e non
 hanno abbastanza tempo ^{per} ~~per~~ preparare un pasto sano e
 dunque i genitori danno ai bambini i soldi per comprare
 un pasto che generalmente sarà il fast food. È possibile dire
 che la povertà è la causa dell'obesità. ~~però~~ ~~non~~

✓

?

repet.

)

(✓)

Una altra causa è che la gente non gioca abbastanza sport particolarmente i bambini. Oggi. Adesso si può divertirsi senza che vada fuori. Questo è un risultato della tecnologia, la gente può ~~guardare~~ guardare giocare sul computer o ascoltare la musica invece di giocare lo sport. Nelle scuole i bambini non far fare fanno le attività sportive perché non c'è il tempo e anche non ci sono i campi disponibili e dunque non possono giocare lo sport.

Penso che un modo facile in cui si può aiutare questo problema è introdurre più sport nelle scuole e i ragazzi dovrebbero imparare dei pericoli dell'obesità e perché le ragioni ^{cui} per cui la gente diventa obesa. Ma anche i genitori dovrebbero

~~incoraggiare~~ incoraggiare i loro ^{bambini} ragazzi ^{lo} a giocare sport.

Una soluzione a lungo termine è sarebbe risolvere

il problema di povertà. Se il governo ~~è~~ possa dare abbastanza

soldi per risolvere la povertà penso che risolverebbe il problema

di obesità. Ma, comunque, ^{non penso} ~~compenso~~ che il governo ^{vaghi vuole o ha} ~~te~~ ^{sa}.

^{abbastanza soldi per usare} poter ~~potrà~~ questo metodo e dunque ^{una altra} ~~la~~ migliore opzione

è introdurre un ~~a~~ una tassa sul fast food che significa che

la maggior parte della gente ~~considera~~ ^{considera} un cibo alternativo.

che è più sano e questo è una un modo facile di ~~da~~

diminuire il ~~a~~ numero delle persone obese.

In conclusione penso che l'obesità è un problema

che può essere risolto e che ^{i governi} ~~il governo~~ devono combattere

la povertà perché questo è il ^{inizio} ~~causa~~ del problema.

~~Con~~ Combattendo la povertà l'atteggiamento dei poveri

cambierà e ^{penso} ~~penso~~ che la salute diventerà una grande

preoccupazione per tutti.

ACR: 14

DO 1.10

24/40

Examiner Comment

The candidate has produced a thorough answer to the question, offering some relevant examples to illustrate the points made.

The candidate introduces his argument coherently, referring to the relevant issues of cost and the future evolution of this problem. The first point, about fast food, is both relevant and clearly explored. On the second page, however, the candidate seems to lose his way slightly: the point about parents accompanying their children to fast food restaurants is potentially valid but not developed, the mention of the link between fast food and obesity is a repetition, and the link the candidate attempts to draw between unmarried parents and obesity is, unfortunately, ambiguous at best. The candidate goes on to make some relevant points about sport and technology (although the latter point might have been developed), before offering some solutions to the problem. The conclusion is adequate but constitutes a repetition of some of the key points rather than a development of the argument.

Linguistically, this candidate is capable of expressing himself mostly clearly even in the higher registers of the language. A number of more complex constructions are attempted, but these are not always successful. There is a certain amount of inaccuracy.

Accuracy and linguistic range 14/24

Development and organisation of ideas 10/16

Paper 4 Topics and Texts

Part I Topics

Part I: Cultural Topics (30 marks)

Choose **EITHER** question A **OR** question B from **ONE** of the topics and answer it in **Italian**.

Recommended word length: 350–500 words.

You should bear in mind that you will be assessed on both **content** and **language**.

In your essay in Part I you must refer to **TWO** works from the prescribed list. You may also refer to other sources.

Mark Scheme

Candidates are to attempt **one** question from Part I: Topics and will write their answers in the Target Language as these texts/films are to be studied primarily in cultural context (be it historical, political, social) as well as a literary/cinematic one.

Answers are to be marked out of 30 according to the criteria below:

- 20 for Content [AO3: 10 marks, AO4: 10 marks]
- 10 for Language [AO2]

This paper is intended to test candidates' knowledge and understanding of a topic and their ability to use this knowledge to answer questions in a clear and focused manner. A sophisticated literary approach is not expected (although at the highest levels it is sometimes seen), but great value is placed on evidence of a firsthand response and thoughtful, personal evaluation of what candidates have studied. Candidates may have been encouraged to depend closely on prepared notes and quotations: quotation for its own sake is not useful, though it will not be undervalued if used appropriately to illustrate a point in the answer. This applies to films as well as literary texts. Texts and notes may not be taken into the examination.

Candidates will not tend to show **all** the qualities or faults described in any one mark-band. Examiners will attempt to weigh all these up at every borderline, in order to see whether the work can be considered for the category above.

Examiners will take a positive and flexible approach and, even when there are obvious flaws in an answer, reward evidence of knowledge and especially any signs of understanding and careful organisation. In the marking of these questions, specific guidelines will be given for each question, agreed by the examination team.

Part I: Topics – Content

18–20	<i>Excellent</i>	Excellent ability to organise material in relation to the question. Comprehensive knowledge of both texts/films. Ability to look beyond the immediate material and to show good understanding of underlying themes.
15–17	<i>Very good</i>	A thoughtful and well argued response to the question. Thorough knowledge of both texts/films. Detailed understanding and illustration of thematic and comparative issues.
12–14	<i>Good</i>	A well argued response to the question. Equally sound knowledge of both texts/films. Good understanding and illustration of the thematic and comparative issues.
9–11	<i>Satisfactory</i>	A mainly relevant response to the question. Shows fair knowledge of texts/films. Some understanding and illustration of the thematic and comparative issues AND/OR good understanding of texts/films, but lacking detail. Stronger on one text/film than the other.
5–8	<i>Weak</i>	An uneven OR basic response to the question. Shows some knowledge and understanding of the texts/films. Includes some relevant points, but development and illustration are limited. Contains padding AND/OR has some obvious omissions OR is largely narrative.
1–4	<i>Poor</i>	Little attempt to answer the question. Poor knowledge and understanding of the texts/films. Insubstantial with very little relevance.
0		No rewardable content.

Part I: Topics – Language

10	<i>Excellent</i>	Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
8–9	<i>Very good</i>	Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
6–7	<i>Good</i>	Generally accurate. Good range of vocabulary and some complex sentence patterns.
4–5	<i>Satisfactory</i>	Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.
2–3	<i>Weak</i>	Persistent errors. Simple and repetitive sentence patterns. Limited vocabulary.
1	<i>Poor</i>	Little evidence of grammatical awareness. Very limited vocabulary.
0		No rewardable language.

Question 5B

DOPOGUERRA E MIRACOLO ECONOMICO

Alberto Moravia, *Racconti romani*

Italo Calvino, *Marcovaldo ovvero le stagioni in città*

Film: *Ladri di biciclette* (Vittorio De Sica)

Quali sono i sogni e le aspirazioni dei cittadini nelle opere che hai studiato? Fino a che punto questi cittadini riescono a realizzare i loro sogni e aspirazioni?

Indicative Content

The dream of Antonio in *Ladri di biciclette* is simple. It is to get a job, work hard, and earn enough money to live modestly, with self respect, and to be able occasionally to treat his family to dinner in a restaurant. It is eminently realisable, indeed for a day it comes true, but to do the job he has been given, as his trainer tells him, Antonio needs to have his wits about him, but Antonio is not very 'street-wise'.

Others are and their dreams are to exploit others to set themselves up. We see a woman use the promise of herself to try to persuade the waiter in 'Pioggia di maggio' (*Racconti romani*) to kill her father so that she can take over the restaurant; young girls dream of making their fortunes as film stars ('La controfigura', 'Il provino' in *Racconti romani*); puny types dream of getting the better of their better-built, more attractive peers ('Il delitto perfetto', 'Tabù' in *Racconti romani*).

Marcovaldo dreams of rediscovering something real and natural within the city where penury forces him to live – a woodcock, a fresh fish, wild mushrooms, a cure for rheumatism – but all these realistic little dreams are undone by the city which, come Ferragosto, Marcovaldo quite simply dreams away, returning it, for a while at least, to the multiplicity of its constituent elements. His real dream, like that of his children, would be to leave the city and live in the mountains. The dream of those convalescing in the mountains, however, is to be able once more to descend from the pure air of the hills and live in the polluted environment of town.

Example Candidate Response – Distinction

5B Il periodo del ~~dopo~~ dopoguerra è stato molto importante per lo sviluppo dell'Italia moderna, perché l'industrializzazione delle città ha creato molti soldi per il Paese. Ma da un punto di vista socioeconomico, il boom economico non ha dato molti soldi alla gente del proletariato, e il che si vede in "Marconillo ovvero le stagioni in città", e in "Ladri di bicchiette". "Racconti Romani"

La povertà era un problema stupendo nell'Italia nelle città del dopoguerra, e quindi molti cittadini volevano ~~scappare~~ scapparlo. Molte persone ~~sono ricorsi alla criminalità~~ hanno fatto molti lavori diversi, per esempio il protagonista de "il camionista" e di "Foratico" ^{lavorano} ~~hanno lavorato~~ molto per guadagnare pochi soldi. Marconillo ha

lavora anche in una ditta, ma nonostante non
 voglia abitare in città; per preferirebbe abitare alla
 campagna, / che si vede in "Un viaggio con le mucche";

Nonostante molta gente ~~lavori~~ abbia lavorato in
 posti di lavoro a che non gli piacciono, <sup>ma non c'era
un'alternativa</sup> ~~che ci~~

Inoltre, ci

7 Sono anche esempi della criminalità per guadagnare
 arrivare a fine mese. I protagonisti de "Il Naso", de
 "Il terrore di Roma" e de "Il giardino" vengono
 coinvolti con la criminalità, perché ~~vogliono~~ hanno bisogno
 dei soldi. I loro tentativi non ^{riescono, comunque,} ~~sono d'aiuto~~

perché sono spesso arrestati. ~~E~~ Però, sembra che chi
 lavora ^{possa} ~~però~~ guadagnare i soldi. Non si diventa ricchi,

ma si può sopravvivere, il che è ~~una~~ un'aspirazione
^{per la maggioranza}
 dei cittadini, e come risultato dei personaggi che lavorano
 sono felici, ma chi vuole ~~vole~~ essere ricco è deluso.

Comunque, è anche vero che molti lo ~~trovano~~
 nonostante ^{trovano}

difficile ~~diventare ricchi~~ di guadagnare molti soldi, ~~e quindi~~
 molti
 fingono di essere ricchi. Ne "Il Provino", per
 esempio, tutti i personaggi fingono di avere molti
 soldi, perché vogliono sembrare di avere avuto successo,
 e ne "i gioielli", ogni uomo compra gioielli ~~da~~ per sembrare ricco.
 In "Marcolaldo al supermercato", il protagonista finge di
 essere consumatore borghese, perché ~~ma~~ vuole sentirsi ricco.
 Ma ~~in~~ questi esempi finiscono in delusione, il che mostra
 le difficoltà di scappare dalla povertà, e anche di fingere di
 scapparla.

Sembra anche che oggi molti cittadini ritengano che
 la città sia cattiva, e ~~che~~ ^{che} vogliano scapparla: ~~Questo e~~
 hanno l'aspirazione di abitare fuori dalla città. Questo
 è molto evidente in Marcolaldo, perché il protagonista
 prende ogni occasione a ~~con~~ coinvolgersi con la natura,
 che nella ditta, per esempio ^{ne} la pioggia e le foglie, ^{sia}

nella vita normale, per esempio "fuggi in città", o
 "villeggiatura in panchina". Visto che vuole scappare,
 costringersi con la natura, ^{non c'è dubbio} ~~è chiaro che~~ che ha il
 sogno di scappare ^{l'oppressione} ~~l'oppressione~~ della città. Si vede queste
 tentative anche nei "Racconti Romani", perché il
 protagonista di "La Rovina dell'umanità" va alla
 campagna per scappare il suo lavoro, e quando il
 protagonista di "Scherzi del Caldo" vuole scappare la
 sua giungla e il caldo, esce la città. Sfortunato Per
 sfortunata, sembra che queste tentative vengano spesso
 rovinare, perché ~~la natura~~ la natura di Marcialdo non
 può sopravvivere in città, e chi ~~a~~ esce la città deve
 ritornare, per il lavoro ~~e o~~ ^{alla} per la famiglia.

Nonostante molte persone ^{vogliono} ~~vogliono~~ guadagnare molti soldi,
 ci sono molti che sono abbastanza ^{felici} ~~felici~~. ^{per contenti} ~~per contenti~~. ~~Vogliono~~ ^{Non}

vogliono ^{economico} successori, ma amici, fidanzate o ~~la~~ ^{soltanto} la felicità. Ma la rappresentazione dell'amicizia è anche negativa; ~~non~~ in "Amici senza soldi" il protagonista realizza che non ~~ha~~ ^{ha} degli amici buoni, e molti uomini hanno delle difficoltà con le donne, ^{e le moglie,} ~~soprattutto~~ per esempio in "non approfittare". I bambini di Marcollo hanno anche delle difficoltà giocando: la scena commovente in "Fumo, vento e bolle di sapone", ~~mostra~~ ^{in cui} il fumo supera le bolle di sapone, ~~mostra~~ ^{mostra} che i giochi dei bambini vengono ^{rovinati dalla vita urbana} ~~superati dal fumo~~. Sembra che gli abitanti della città ~~non~~ stentano di avere le cose normali.

In "Racconti Romani" e "Marcollo", ci sono molti esempi ~~delle tentative~~ della rovina delle tentative dei cittadini di migliorare la loro vita: ~~si~~ si vede questo anche in "Ladri di Biciclette", poiché

Antonio Ricci, il protagonista, non riesce a trovare la sua ^{bicicletta} ~~bicicletta~~, quindi non può lavare. Ci sono dei ~~per~~ cittadini che vogliono molti soldi, e quei che vogliono soltanto sopravvivere. Ma ~~già~~ la rappresentazione della vita urbana durante il dopoguerra suggerisce che ~~era~~ ^{fosse} difficile per tutti, e che la delusione del miracolo economico non abbia ~~mai~~ migliorato ~~veramente~~ la loro vita, ~~ma~~ ed è quasi impossibile realizzare i sogni, anche se sono piccolissimi.

Examiner Comment

Having begun by stating that Italian post war industrialisation did not necessarily make everyone better off, the candidate continues by examining the desire of many characters in *Racconti romani* simply to get enough money to live as they would like. This aspiration drives a number of them to petty crime. Several stories are mentioned and it is clear that the candidate is comfortable with his material. He develops the theme of the 'flight from poverty' by pointing to the plans dreamt up by Marcovaldo, in the eponymous work, to escape city life, if not completely then at least for a while. However, the candidate also refers to the stories by Moravia to show the same theme.

The *Racconti romani* are referred to when the candidate describes the dream, or day dreams, of those characters who want to enjoy the high life, either as film stars or just in their off hours. The dream of others, however, is just to be happy with friends or in conjugal domesticity. The candidate shows that even here most people's aspirations come undone, just as those of Marcovaldo and his children prove illusory in an urban environment from which the natural world has been exiled. This is the burden of his conclusion in

which he momentarily refers to *Ladri di biciclette* to make the same point. The reference is so fleeting that it tends to spoil the integrity of his essay in which he had already satisfied the rubric.

The quality of the candidate's Italian is very good. Certain recurring errors detract a little (e.g. 'scappare' and 'uscire' used directly transitively and uncertainty with 'di' before infinitives) but the essay is written in a literate register in which the subjunctive is used with confidence.

The candidate shows familiarity with his material and an ability to direct his many references relevantly to the task of constructing a progressive, detailed, and wide-ranging examination of the topic. The felt need to refer to all the works set, though unnecessary, was in this case only a small blemish.

Content 16/20

Language 9/10

Example Candidate Response – Merit

5. Le caratteri nelle opere che ho studiato - 'Racconti Romani',
 (B) 'Marcovaldo ovvero le stagioni in città' e 'Ladri di biciclette' -
 rappresentano il proletario e il sottoproletario del dopoguerra
~~Italiano~~ Italiano. Ovviamente ci sono differenze ^{nei} sogni e ^{nelle} ~~aspirazioni~~
 aspirazioni nelle opere ma è chiaro vedere che un ~~guais~~ ^{guais}
 in tutte le
 che appare ~~alle~~ opere è la povertà, e i risultati della povertà,
 ma
 • principalmente l'effetto della povertà sui sogni delle
 caratteri.

Nel film 'Ladri di biciclette' vediamo la storia di
 una famiglia che vive a Roma dopo la seconda guerra mondiale.
 I sogni delle caratteri sono semplici e piccoli, per esempio il
 protagonista Antonio Ricci vuole solo riuscire a avere un posto
 di lavoro, e all'inizio ~~si~~ si vede una scena in cui molti altri
 uomini cercano di trovare un posto - questa scena ^{ci} mostra ~~questo~~
 che malgrado la dimensione socio-economica non c'era abbastanza

posti di lavoro per il proletario e il sottoproletario.

Quando riesce a trovare un posto deve impegnare le
 terre per riscattare ^{una} ~~la~~ biciclette, ma questa ~~è~~ viene rubata.
 Durante il resto del film vediamo la guerra interiore nel prota-
 gonista - ha bisogno di lavorare per ~~sopportare la sua~~ pagare
 per la sua famiglia ma il solo modo con cui può lavorare è se
 lui ~~non~~ anche ruba un'altra biciclette, e finalmente lo fa, ma
 suo figlio gli fa rendersi conto che è diventato quello che ha cau-
 sato i suoi problemi. Ricci poi si rende conto che il suo sogno
 vero è essere un ~~buon~~ ~~buon~~ buon esempio di un uomo
 con ^{quindi} morali vere per suo figlio, ma ~~è~~ ~~quel~~ ha fallito in
 quel senso ed anche ha fallito nel suo sogno di avere un posto
 di lavoro.

Nelle storie di Moravia le caratteri sono anche motivati
 della povertà, ma spesso non hanno le morali di Antonio Ricci, e

cercano di ~~stipulare~~^{ingannare} altre persone per avere soldi. Le donne sono spesso ritratti in una luce negativa, per esempio nel racconto 'Il Camionista', in cui ~~tra i~~ due ~~camionisti~~ uomini sono imbrogliati da una ragazza che si chiama Italia, ~~che~~^{che} gli porta a credere che ~~essa~~ si inamora con tutti e due ~~per~~ per avere passaggi liberi con loro. Un altro esempio è nella storia 'Scherzi del Cielo', che tratta di un uomo che incontra una donna che dice ~~che~~ che lei sia sua moglie e domanda a lui di darle soldi. Alla fine nelle due storie i uomini ~~scoprono~~ trovano la verità e questo è spesso il caso ~~nei~~ nei racconti di Moravia - qualche persona cerca di imbrogliare qualche ~~per~~ altra persona per ricevere soldi ma non riescono mai perché la verità sempre appare.

In conclusione direi che durante questo periodo del miracolo economico le azioni ~~dei~~ dei cittadini sono spesso

motivati della mancanza di lavoro e soldi, e tentano sempre di riuscire a avere più soldi ma ~~non fanno~~ alla fine non hanno mai successo, ~~che~~ il che è anche il caso nelle storie di Calvino, in cui Marcovaldo spesso ha un'idea fantasiosa, qualche volta per salvare soldi, ma ~~è~~ a causa dell suo personaggio ingenuo è destinato sempre a fallire, e ~~già non~~ gli non va niente dritto.

Examiner Comment

The candidate states clearly at the outset that the vast majority of the characters examined in all three works in topic 5 are working people whose aspirations and dreams are varied but nearly always centre on the business of making ends meet. In his discussion of *Ladri di biciclette* he shows that Antonio's situation is illustrative of the situation of many at the time. His dream is simply to get a job and make enough money to live decently. The candidate indicates the psychological turmoil of the protagonist in his search for the bicycle thief and discusses well how his desperate theft of a bicycle at the end signals his failure in his profoundest aspiration which is to be a model of honesty and industry to his son.

Trying to make or save money, often through trickery, is the way the candidate sees the characters of *Racconti romani* pursuing their dreams. Whereas this is substantially true, no mention is made of the other dreams in evidence in the stories, such as girls becoming film stars or puny men getting the better of their burlier peers. There is less analysis in this section than in the treatment of the film and the candidate concludes that men finally see 'the truth', which amounts to nothing more than his first assertion: people swindle each other.

Marcovaldo is not mentioned until the candidate's conclusion in which the protagonist's fantastic plans, often aimed at saving money, are seen to come to nought because of his ingenuous nature.

The candidate generally expresses himself clearly in Italian, without error hampering comprehension. Indeed in the first half of the essay there is little significant error. Vocabulary too is adequate to the task ('imbrogliare', 'ingannare', 'fallire', 'il che', etc.) although 'caratteri' is used instead of 'personaggi'. Later in the essay linguistic control begins to loosen, perhaps as stamina fades, and agreements are faulty and spelling becomes less exact.

The essay is a sound attempt to answer the question but it suffers from exploring only the most obvious aspect, the struggle for money, among a number of possible approaches. Once the film has been discussed, in reasonable depth, the details drawn from the written texts add no more to the candidate's overall view.

Content 10/20

Language 6/10

Part II Texts

Part II: Literary Texts (30 marks)

Choose **EITHER** question A **OR** question B **OR** question C on **ONE** of the literary texts and answer it in **English**.

Recommended word length: 450–600 words.

You should bear in mind that you will be assessed on both **content** and **structure**.

Mark Scheme

Candidates are to attempt **one** question from Part II: Texts and will write their answers in English as these texts are to be studied primarily from a literary point of view.

Answers are to be marked out of 30 according to the criteria below:

- 25 for content [AO3: 10 marks, AO4: 15 marks]
- 5 for structure [AO3]

Examiners will look for a candidate's ability to engage with literary texts and to produce answers which show knowledge, understanding and close analysis of the text. A more sophisticated literary approach is expected than for answers to Part I. Great value is placed on detailed knowledge and understanding of the text; on the construction of an argument which engages the terms of the question and on a close and sophisticated analysis of sections of the text pertinent to the terms of the question. Candidates may have been encouraged to depend closely on prepared notes and quotation: quotation for its own sake is not useful, although it will gain credit if used appropriately to illustrate a point in the answer. Texts and notes may not be taken into the examination.

Candidates will not tend to show **all** the qualities or faults described in any one mark-band. Examiners will attempt to weigh all these up at every borderline, in order to see whether the work can be considered in the category above.

Examiners will take a positive and flexible approach and, even when there are obvious flaws in an answer, reward evidence of knowledge and understanding and especially any signs of analysis and organisation. In the marking of these questions, specific guidelines will be given for each essay, agreed by the examination team.

Part II: Texts – Content

23–25	<i>Excellent</i>	Excellent ability to organise material in relation to the question. Comprehensive response with an extensive number of relevant points targeting the terms of the question with precision. Displays detailed knowledge and sustained analysis.
19–22	<i>Very good</i>	A thoughtful and well argued response to the question. Includes a large number of relevant points, well illustrated. Displays thorough knowledge, good understanding and analysis of the text.
15–18	<i>Good</i>	A well argued response to the question. Includes a good number of relevant points, most of which are developed and illustrated. Some limitations of insight, but a coherent approach.
11–14	<i>Satisfactory</i>	A mainly relevant response to the question. Shows fair knowledge and understanding of the text. Includes a fair number of relevant points not always linked and/or developed.
6–10	<i>Weak</i>	An uneven OR basic response to the question. Shows some knowledge and understanding of the text. Includes some relevant points, but development and illustration are limited. Contains padding AND/OR has some obvious omissions OR is largely narrative.
1–5	<i>Poor</i>	Little attempt to answer the question. Only elementary knowledge and understanding of the text. Makes very few relevant points and even these are largely undeveloped and unsubstantiated. OR a response which makes hardly any attempt to address the terms of the question but which displays a basic general knowledge of the text.
0		No rewardable content.

Part II: Texts – Structure

5	<i>Very Good</i>	A well structured and coherent piece of writing, with ideas and arguments clearly linked throughout. All paragraphs well constructed. Includes a comprehensive introduction and conclusion.
4	<i>Good</i>	A clear structure, with logical presentation of ideas. Most paragraphs well constructed. Includes an adequate introduction and conclusion.
3	<i>Satisfactory</i>	Some success in organising material and ideas into a structured piece of writing. A reasonable attempt to paragraph but weakness in introduction and conclusion.
2	<i>Weak</i>	Some attempt to organise material and ideas into a structured piece of writing. Many single-sentence paragraphs or no attempt at paragraphing. Organisation of ideas not always logical.
1	<i>Poor</i>	No attempt to organise material and ideas into a structured piece of writing. Incoherent. Ideas introduced in no apparent order.
0		No rewardable structure.

Question 9C

Cesare Pavese, *La Luna e i falò*

With close reference to the text, analyse what “la luna” and “i falò” symbolise, and explain why you think Pavese chose this title for his novel.

Indicative Content

Candidates may begin by discussing possible meanings of both principal symbols, before elaborating on the way in which they enhance meaning throughout the text. They may also contrast with other sources of symbolism.

- the moon: feminine symbol; immortality and eternity; darker side of Nature, mysterious; inner knowledge; relating to seasons; human development (new moon – infancy, waning – death)
- fire: ambiguous – warm / illuminating or pain / death?; burning destructive but also paves the way for renewal, rebirth; sexuality, passion
- country calendar revolves around both – planting and celebrating, festivals; different kind of ‘time’; not regulated by clock / man
- reassuring regularity, give pattern / rhythm to life, and text
- give flesh to characters; cf Nuto’s belief in superstitions surrounding moon and bonfires
- allow for symbolic reading of text – Cinto as Anguilla’s phoenix, reborn

Conclusions must be fully supported.

Example Candidate Response – Distinction

9.C. In some respects Pavese's novel could be described as a unique type of Bildungsroman; Anguilla's tale is one of self-discovery, a personal journey that ~~meets~~^{adds} further 'education' to his already worldly experience. Pavese's own childhood is also important in the understanding of Anguilla as a protagonist; the young Cesare holidayed in Santo Stefano Belbo (clearly similar to the setting of the novel) and was influenced greatly by his experiences there. Early on in the novel Anguilla highlights the importance of an outside perspective:

"Un paese ci vuole, solo per il gusto di andarsene via."

In Anguilla's case his twenty years in America prove vital to his newfound perspective of Le Langhe.

"La Luna" itself is something Pavese wrote about not only in this novel but also in poetry spanning back to the 1930s. In La Luna e i fatò the moon arguably emphasises the cyclicity of time and the effect that it plays upon characters and events. Nuto's references to the Moon are evocative of his wise yet ambiguous ~~sage~~ aphorisms and his aspirations for justice and equality:

"La Luna c'è per tutti... C'è posto per tutti."

He comments on ~~with~~ the right any person has to exist and to be treated fairly; the moon

is almost personified as an overarching guardian in the same way that it affected Anguilla in America. There he claimed the moon was "foreboding" and only ever in a crescent form, and the sky itself and the stars were a sign to him that it was time to return to Italy:

"Capì nel buio... quelle stelle non erano le mie."

His sense that he does not belong is also indicative of Anguilla's lost and confused character; he cannot grasp the full meaning of what he wants to say, declaring, "mi sfugge di mano."

In the same respect that the moon signifies equality, perhaps it also highlights the traditions of Le Langhe and the unchanging nature of the place. "Sulle colline il tempo non passa", these words demonstrate the nostalgia Anguilla finds in the way in which the valley remains the same; the cycle of life continues despite the destruction and death of the War and conflict since his departure. The moon also gives Anguilla a longed-for sense of identity; he highlights this in comparison with the "unchanging landscape around him:

"...sapere che nella gente, nelle piante, nella terra c'è qualcosa di tuo."

It is almost as if despite his absence, a part of him has always remained, just as the

moon will always remain the same.

"I falò" vary greatly in their significance to the narrative and to the characters within it. Firstly the bonfires highlight the contrast between Nuto and Anguilla in their beliefs of Le Langhe's superstitions. Nuto states, "Fanno bene sicuro.... Svegliano la terra", and his admission of belief is both surprising and strange to Anguilla, who cannot understand how a seemingly wise man like Nuto could be in support of such an "unbelievable" superstition. Anguilla remembers that, "lui non è andato per il mondo"; his words almost seem to condescend towards his oldest friend and there is a clear distinction made by Pavese concerning their contrasting states of mind.

Above all the bonfires have two sides: both destructive and regenerative. Pavese demonstrates their power not only in the ritual bonfires each year but also in the burning of Valino's Graninella and eventually of Santina in white after her shooting. In both these cases fire seems to symbolise the changing nature of events; Santina's death may atone for the guilt and suffering of the war years, while for Cinto, the fire at Graninella provides a new chance for him, free from Valino, and perhaps a form of unacted revenge against Valino for his cruelty to others. Anguilla also understands

what might have been had he not left for America; the fire gives him a sense that his decision was self-beneficial:

"[Se] non fossi scappato, quello [di Valino] era pure il mio destino."

His connection to Valino seems unlikely, but none-the-less, the fire ^{perhaps} symbolises his realisation that it was his destiny to leave.

Perhaps above all both the moon and the bonfires are symbols of the way in which things change and yet may also remain the same:

"Era strano come tutto fosse cambiato eppure uguale."

There is no doubt that ~~was~~ over twenty years Le Langhe has seen much happen and change, yet "La Luna" and "i fati" are both examples of things that continue. In Pavese's 1931 poem I Mari del Sud he already showed his realisation that the Valley of the Belbo could never truly change:

"Le Langhe non si perdono."

In many respects this is also true of Pavese's novel, his title seeks to underline the importance of the landscape's stability and refusal to change. Ultimately whatever may happen between ~~man~~ humans, Pavese demonstrates the pastoral world's ability to continue and the difficulty of affecting such an idyllic place. The significance of cyclical time to

Anguilla is also significant; he has changed much as a man and yet he finds himself in the same 'lost' position, seeking identity and individuality. As Nuto wisely states, "Il sangue è rosso dappertutto"; eventually Anguilla realises that despite his difference to the other characters of *Le Langhe*, ultimately they are all the same, united in their respect for tradition and ~~the~~ acknowledgement of destiny. Pavese's poetic ~~descrip~~ depiction of the moon and the bonfires not only acts as a definitive title, but it undoubtedly highlights the unchanging influence of nature upon confused and conflicting humanity.

Examiner Comment

When in his second line the candidate likens *La Luna e i falò* to a 'bildungsroman' the reader grows attentive and wonders what delights might be in store for him. The delight is principally that of a very well constructed piece in which the analysis of the symbols and the occasionally speculative explanations are presented methodically and convincingly. Good use of paragraphing contributes to the feeling that one is in the hands of a thoughtful and imaginative writer.

The candidate's analyses of the symbols are not particularly different from those of other candidates but his pointing out how they are understood by the principal characters of the novel allows their relevance to be appreciated. Thus Nuto's 'la luna c'è per tutti ... c'è posto per tutti' is shown to express his deep conviction of human equality and the need to fight for it. The moon is understood as a guardian and its aggressive appearance for Anguilla in California is a sign that she should return to *Le Langhe*. Mention of equality brings the candidate to an examination of the moon as a symbol of the endurance of tradition and the need for this in everyone's life.

The essay then smoothly moves on to consider the symbolism of the bonfires. Nuto's curious belief in their efficacy, and his inability to explain their beneficence, is understood by Anguilla as the mark of a man who has hardly left his homeland. Thus the candidate sees the natural symbolism as a potent way of articulating the different psychologies of Nuto and Anguilla. The destructive/regenerative aspects of the bonfires are introduced with apposite references both to the fire at Gaminella providing the chance of a new life for Cinto (an embryonic Anguilla) and to Santina's cremation providing the possibility of atonement at the end of the war.

During his exposition the candidate adds discreet reference to Pavese's biography and his poetry in order to emphasise the poetic quality of the novel and its theme of yearning for a homecoming. His conclusion contrasts the unchanging rhythms of nature and the confusing nature of human existence and so neatly finishes a clear and persuasive answer in which there is little to criticise apart, perhaps, from a tendency to introduce his points too often with 'perhaps'.

Content 22/25

Structure 4/5

Example Candidate Response – Merit

9.C

Symbols clearly play a major part in Pavese's novel 'La luna e i falò'. Throughout the book, both Nuto and Anguilla, the protagonist, discuss the superstitions of the moon and the significance of the bonfires on harvests. Since the novel is set in Le Langhe, rural northern Italy, the inhabitants of Santo Stefano Belbo and its surrounding areas are in the hands of the elements, insofar as the elements dictate their harvests and, therefore, their livelihood.

Firstly, 'La luna' symbolises the cyclical nature of the rural lifestyle and the passing of the seasons. Moreover, it highlights 'i ritmi' the rhythms of the Belbo valley and the intricate, close relationship that each character has to the earth and the sea. Interestingly, Nuto, who is usually a character full of resolve and stolidity, is in awe of the power of 'La luna' and the power that it holds over the Earth. He strongly believes in the superstitions of 'La luna' and how it is impossible to chop wood ~~but~~ before a new moon. As a result, Nuto pays close attention to the cycles of the moon as it is crucial to his job as a, 'falegname,' carpenter. In addition, Anguilla is unable to comprehend how Nuto, usually so logical, could believe such

nonsense. Secondly, 'La luna' represents a sense of magnetism, a sense of belonging to the Earth. This is ~~clear~~ clear to see when Nuto ^{states} how, 'La luna, c'è per tutti.' ~~Then~~ He then explains how it is, 'nel sangue' of everyone. This aphorism seems to make more sense to Anguilla because even he has a magnetic attraction to the Belbo valley. ~~When~~ Whilst he was in America, coming out of a petrol station and looking up, he stated, 'non c'era mala luna, ma un mare di stelle.' As a result, we can see how Anguilla did not feel the same in America as the moon was different. He still smelt that it was time for harvest and he wanted to return home as his name, cat, suggests. There is even a sinister side to the moon. It ~~is~~ symbolises the time that Nuto and the partisans spent 'sulle colline,' where, 'il tempo non passa.' It represents how the moon and the darkness concealed horrible crimes. One could also argue how the moon and the darkness concealed Sylvia and Irene as they would leave La Morra and go off on a motorbike with a young man at night. The moon could even represent the time that Anguilla spent on his own, when the rest of his 'family' had gone to the festival at Cannelli and he sat under the moon, drinking a bottle of wine.

'I fabi' the bonfires, have a completely

different role in the novel. On the one hand, the bonfires equally represent ~~superstition~~ as the farmers used to light a bonfire by the fields on the eve of San Giovanni in the hope of a good harvest. Again, Nuto and Anguilla argue over the validity of this superstition. Nuto is so sure that a good harvest is dependant on a bonfire, yet he does not know why. He claims it helps the soil to become more fertile. The narrator often becomes frustrated at Nuto's relative naivety. Moreover, the bonfires symbolize destruction, insofar as they kill Santina, who was once so innocent, dressed in her white blouse. She is burnt on a bonfire and so the bonfire could symbolize the destruction of innocence and how war can corrupt people. Furthermore, fire itself burnt down Gaminella, Anguilla's first home, where he lived with Padrino and his family. His only roots went with the fire and 'i noccioli' were also burnt down, the trees which he felt particularly close to. One could argue that 'i falsi' sayings are equally relevant to the cyclical nature of the long and peasant life as the bonfire before each new harvest starts the new cycle of ^{seasons} ~~seasons~~, where 'era stano come tutto fosse cominciato, eppure uguale.' On the other hand, however, 'i falsi' have a regenerative role to them as, according to Nuto, they rejuvenate

give new life to the soil. In addition, the 'falo' even gave new life to ~~the~~ ^{Cinto} as he was beaten by old Valino, his father, with a leather belt. As a result, Valino died with the fire, giving Cinto new life and new opportunities.

I think Pavese chose this title for his novel for a number of reasons. Firstly, 'La luna' represents the rural day cycles, the harvests and the superstitions of the naive farmers, where Pavese himself lived. In my opinion, 'La luna' is also significant as it represents Angelica's time ~~about~~ abroad, away from his homeland and his desire to come back. He states, 'Un paese ci vuole, fosse che per il gusto di andarsene via.' This implies that it is necessary to leave, yet 'la luna' and its innate attraction brought Angelica home. I believe he chose 'i falò' as it embodies both the destructive nature of the fire at Caminella and the regenerative, reconstructive nature of the harvest and Cinto's new life.

In conclusion, the symbols of 'La luna e i falò' play a crucial role in the understanding of this novel. Pavese places great emphasis on the rural aspect of the novel through the use of dialectal flavours and detailed descriptions of farming equipment, the smells and the sights. As a result, 'La luna e i falò' is a fitting title.

for the novel and I believe he does it as it embodies much of the spirit of the book and the contrast between the light of the bonfire and the dark of the moon. Finally, both 'la luna' and 'i falò' play such an important role in the book that one could argue that they are characters in themselves.

Examiner Comment

A question about symbolism is not always an easy one to answer even where, as with *La Luna e i falò*, the symbols are unambiguously pointed up. The candidate writes, as several did when answering this question, about the moon representing the rhythms of nature and the cycles of the seasons and the bonfires alluding to regeneration through destruction, and he makes a number of references to substantiate this analysis. Unfortunately in doing so he makes mistakes which are important, given that the question asks for 'close reference' to the text. He says that Nuto contends that it is impossible to chop wood before a new moon. In fact Nuto is talking about making new grafts onto trees. The candidate also thinks that Nuto went to the hills to be a partisan whereas Nuto explicitly denies having been one. The fire on which Santina is burnt at the end of the novel could symbolise the destruction of innocence and how war corrupts people. The latter point is certainly true but Santina had been corrupted long before she was incinerated.

This last error points up the rather speculative tendency in this essay, a fault shared with several candidates. Having said that bonfires have a completely different role to play in the novel from the moon's, the candidate then states that the bonfires refer to the cyclical nature of the seasons, just like the moon, and so soon we feel that anything could symbolise anything. By the end of the essay the reader understands that the candidate knows the book well enough but that he does not have a sharp enough grasp of what the polar opposites of moon and bonfires might stand for. In his conclusion he talks of the light of the bonfires and the dark of the moon. Indeed, it might be said that there is no antagonism between the two symbols but that antagonism lies between those who accept the importance of both moon and bonfire in the annual rhythm of country life, like Nuto, and those who do not, like Anguilla. The candidate discusses this antagonism but only in a way that sees Nuto, usually so rational, as hopelessly superstitious.

The paucity of paragraphs contributes to the growing feeling in the reader that the candidate is writing simply as ideas occur to him and, given that a discussion of symbolism will necessarily contain a good degree of subjectivity, it is difficult to disallow what is said but the candidate does not convince us that it means much. The use of expressions such as 'stolidarity' (sic) and 'dialectical flavours' (when speaking of the rural aspect of the novel) completes the impression of an honest but muddled and limited attempt at the question.

Content 12/25

Structure 3/5

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