

Examiners' Report/
Principal Examiner Feedback

Summer 2016

Pearson Edexcel GCSE in Italian (5IN01)
Paper 1F: Listening

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GCSE Italian
Unit 1 Listening and understanding in Italian
Examiner report

Foreword

The format of Paper 1F allows for answers to be marked either by computer or by a clerical marker. The "Performance Evaluation Network" provides a detailed statistical analysis for most items, on which the comments which follow are based. For clerically marked questions with a single score, there is no indication of candidates' performances with individual items.

There are 10 questions in this paper, each of them carrying 4 marks. The total mark for this paper is 40.

All questions are in English and invite non-verbal responses except for one question inviting short English responses.

Question 1 – At the bar

This question offers a gentle lead-in to the paper and was answered well by most candidates across the ability range.

Question 2 – My house

This question was aimed at F grade candidates and was only slightly more demanding than the previous question. Most candidates were not able to differentiate between 150, 500 and 100.

Question 3 – At the tourist office

This was a crossover question which differentiated well between abilities and produced a good spread of marks. Only one in five candidates understood "*fare la coda*" and the weaker ones did not recognise "*metropolitana*".

Question 4 – Leisure activities

This was also a cross over question. Candidates had to decide what Paolo likes or dislikes and enter their answers in a grid. This year the task was better understood and the layout of the grid made it clear that they had to identify two 'likes' and two 'dislikes'. The majority of candidates managed to provide at least three correct answers and the weakest ones only managed one or two.

Question 5 – Primary school photo

This was intended to offer a few easy marks but candidates found it much harder than the crossover questions and on average scored one or two marks at the most.

Candidates had to identify people from a selection of details. About half of the candidates were able to recognise "*tall and strong*" but the other items were recognised by fewer candidates and only 7% of them recognised "*piange*".

Question 6 – After school activities

This question was also intended to offer a few easy marks. It was well answered and virtually all candidates scored at least three of the four marks available.

Question 7 – Holidays

Another crossover question. The task was matching statements to people. It did separate performances, but weaker candidates did better on this than on questions specifically targeting their ability.

Questions 8 – Buying a present

The task requested candidates to associate items with descriptions. It separated performances well. Most candidates were able to recognise "*profumo*" but over half of them did not recognise "*asciugamano*".

Questions 9 – At the farm shop

This was well understood and on average candidates managed to score 3 marks.

Question 10 – A mother's new job

Candidates were asked to produce their own answer in English. Candidates find this task type more demanding than other ones and performance was generally poor. One in four candidates answered 10a and 10b correctly but 10d was answered correctly by no more than a handful of candidates.

Summary

On the whole, 1F was a good paper, allowing differentiation between abilities. The fact that all questions for the listening papers are set in English does not necessarily mean that answering them is easier than if they were in the target language: candidates cannot rely on clues coming from the recorded text and, in the case of verbal responses, there is no possibility of scoring thanks to a successful transcription of the targeted information.

Whilst the complexity of the text is fundamental to the candidates' results, the format of the question also has a significant impact. Therefore, candidates need to be familiar with the whole range of tasks. In particular, more practice is needed for verbal responses: reading and understanding the question, identifying the relevant information and transferring it into English.

Entry levels have been wisely chosen. The best foundation candidates for this paper appeared to be comfortable with the tasks without having wasted opportunity for a higher grade.

Candidates need to be reminded that tidy presentation is essential. Every effort is made by examiners to assess all that a candidate has written. However, as the paper is clipped into individual questions for online marking, answers or part of answers written outside the dedicated space may go unnoticed and lose credit. If the need arises to complete the answer outside the lines provided, this should be clearly indicated within the line or lines intended for the answer.

Grade Boundaries

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