

Examiners' Report/
Principal Examiner Feedback

Summer 2013

GCSE Italian (5IN01)
Paper 1H Listening and Understanding
in Italian

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GCSE Italian
Paper 1 Higher Tier
Listening and Understanding in Italian
Examiner Report

There are 8 questions in this paper: four crossover questions targeting grades C and D, two questions aimed at B grade each carrying 4 marks and questions aimed at A and A* each carrying 8 marks. The total number of marks for this paper is 40.

All questions are in English and invite non-verbal responses except for one of the 8 mark questions which invites short written responses in English.

Crossover Questions

Q1 – At the tourist office, Q2 – Future plans, Q6 – Vincenzo’s summer and **Q7 – Teresa’s errands** were the crossover questions and were as expected answered better at higher level, with a large proportion of students scoring all 4 available marks for each.

Q3 – Pet or no pet?, targeted grade B but was found a little more accessible than intended. Most students scored at least 3 marks for this question. Part (iv) was found the most difficult but well over half the cohort answered it correctly.

Q4 – Customer service, also targeted grade B and it proved to be a better discriminator, producing a good distribution of the whole range of marks.

Q5 – Childhood memories, was made up of two sections: Q5(a) concerning a girl, Manuela, which had to be answered by selecting 4 correct statements and Q5(b), which was about Flavio’s memories, and had a multiple choice set of questions. Both sets of questions produced similar results, with the strongest students answering all questions correctly and most students managing to score half the marks. In Q5(a) many students focused on Manuela being curious and selected her being told off rather than enjoying learning. In Q5(b) “*mi raccontava tante cose del passato*” was often not understood. As usual, the nature of the task made this question less demanding than Q8.

Q8 – Working in London, required verbal responses in English. The task, rather than the complexity of the text, made this question the biggest hurdle and the best discriminator for top performances. Students often find it difficult to articulate a simple answer even in English. This year there was also a one-word answer that caused the greatest loss of marks even among otherwise good students: “*libreria*” was taken to mean “library” by the vast majority of students. Also, a good proportion of them thought that working for a newsagent was the right step in the direction of a career in journalism. “*Lavorare per un giornale*” proved to be quite difficult to understand and even among those who might have, many decided that Giorgio worked as a

journalist and lost the mark. For the second part of the question, many students were given the benefit of the doubt for using the past tense in "wanted to become a journalist" but the mark was withheld when a student clearly implied that Giorgio had worked as a journalist. Incidentally, although Students are not penalised for misspelling, very few gave the correct spelling of the word 'journalist'.

Generally, 1F and 1H were both good papers, with the right level of difficulty allowing differentiation between different 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: students cannot rely on clues coming from the recorded text and, in the case of verbal responses, there is no possibility of scoring due to a successful transcription of the targeted information. This was proved this year by "*libreria*" and "*giornale*" and, to a lesser degree, by "*periferia*".

The format of the question appears to influence results and students 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 students appeared to be comfortable with the tasks without having wasted opportunity for a higher grade and very few of the students entered for the Higher Tier really struggled with the difficulty of the paper.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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