

Examiners' Report/ Principal Examiner Feedback

Summer 2016

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

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GCSE Italian
Unit 1 – Listening and understanding in Italian
Examiner report

Foreword

There are 8 questions in this paper:

- Four crossover questions
- Two questions aimed at B grade students each carrying 4 marks
- Two questions aimed at A and A* each carrying 8 marks

The total mark for this paper is 40.

All questions are in English and invite non-verbal responses except for one of the 8 mark questions inviting free-text English responses.

Question 1 – Leisure activities
Question 2 – At the tourist office
Question 5 – Buying a present
Question 6 – Holidays

These were the crossover questions and were obviously answered better at higher level, with a large proportion of candidates scoring all 4 available marks. The question that best separated performances was "*fare la coda*", which proved to be challenging also at this level.

On the whole, that performance of average 1H candidates on crossover questions was comparable to that of top range candidates for 1F, which shows that the questions were at the right level.

Question 3 – Healthy eating

This was aimed at potential B graders and discriminated quite well. A lot of guess work was noticed here, especially with items (i) and (iv), resulting in wrong answers to both.

Question 4 – Giustino's year abroad

This question required verbal responses in English. Having to produce their own answers made this question the biggest hurdle for candidates and the best discriminator for top performances. Some answers were straight to the point, whereas other ones contained a fair amount of redundant material, which was ignored unless it made comprehension doubtful.

Question 7 – Planning a school trip

Scores showed that this was found to be more accessible than the other question targeting potential B graders (Q3). The item which best separated performances was item (i) and, at the bottom of the range, item (iv).

Question 8 – An au pair position

This question was made up of two sections with 2 different task types.

The task for 8a was a compound one: 4 correct sentences had to be identified and paired with the person that had made the statement. Average candidates scored 2 or 3 marks for this section. As the question received a mark out of 4 according to the number of correct answers, we don't have any statistical information about performance with individual items. The inspection of a comparatively small sample suggested the possibility of random answers and, perhaps, misinterpretation of the task, i.e. that the four correct answers were to be equally distributed between the two speakers.

Question 8b was a straightforward multiple-choice. The majority of candidates managed to score all the 4 marks available. Those who did not, lost marks mainly on items (i) or (ii).

This question did not produce the expected result of separating top candidates. However, this was achieved through other questions (Q1, Q2(iv), Q3 and Q4) and the paper as a whole worked well.

Summary

On the whole 1H 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. Few of the candidates entered at Higher Level really struggled with the difficulty of the paper.

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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