



Pearson

# **Examiners' Report**

## Principal Examiner Feedback

Summer 2017

Pearson Edexcel  
GCSE

In Italian (5IN01)

Paper 1H: Listening and  
Understanding in Italian

edexcel 

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2017

Publications Code 5IN01\_1H\_1706\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2017

**GCSE Italian**  
**Unit 1H: Listening**  
**Examiners Report**

**Paper 1H - Listening and Responding - Higher Tier**

The format of Paper 1H allows for most 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 8 questions in this paper:  
four crossover questions;  
two questions aimed at B grade students each carrying 4 marks and  
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 – Mum and dad**  
**Question 2 – A trip to Montisola**  
**Question 5 – Complaining about a hotel room**  
**Question 6 – A day in town**

These were the crossover questions and were obviously answered better at higher level, with a large proportion of candidates scoring all available marks. Where errors were made, was generally with the same items that were found challenging by 1F candidates. On the whole, the 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 – Physical exercise**

This was aimed at potential B graders and discriminated quite well. Marks were lost on item (ii), for which candidates made a guess on "yoga" instead of "short swim", as suggested in the text.

**Question 4 – At the youth hostel**

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.

For question a(i) candidates could choose between the fact that the hostel was clean or that it was in the town centre. Most candidates opted for the latter. It was marked rather leniently and some not entirely accurate locations were accepted (eg: *near the centre*). This allowed some 70% of the candidates to score the mark. For a(ii) a good percentage of candidates wrote to the effect that each of the friends had his own bathroom. About half of them answered a(iii), a(iv) and b(i) wrong, possibly having understood the text but not taking enough care in wording their answers. “*Scacchi*” and “*olandesi*” proved difficult to understand.

### **Question 7 – Future plans**

This is another other question targeting potential B graders. On the whole, it was found to be rather accessible, except for item (iii), where the fact that Amelia is more interested in travelling than having a career lead many candidates to assume that she wants to become a travel agent.

### **Question 8 – Online shopping**

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

Question 8b was a straightforward multiple-choice. A high percentage of candidates scored all the 4 marks available but even candidates at the lower end of the range managed on average to pick up a couple of marks. As in the past, this question did not produce the expected result of creaming off the top candidates. However, this was achieved through other questions, especially question 4 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.

**NB:** 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.

