

Examiners' Report/  
Principal Examiner Feedback

Summer 2013

GCSE Italian (5IN03)  
Paper 3H Reading and Understanding  
in Italian

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**GCSE Italian**  
**Paper 3 Higher Tier**  
**Reading and Understanding in Italian**  
**Examiner Report**

On the whole the paper was quite accessible and many students were able to cope well with it and even achieve very high marks. Some less able students were entered for this paper and would have performed better at Foundation level.

**Q1**

This was generally answered well by Higher tier students with virtually all of them scoring full marks.

**Q2**

This crossover question was answered well at this level, with most scoring at least three marks out of four, although sometimes A and F were incorrectly chosen even at this level.

**Q3**

This question was answered well, with only a few students opting for the obvious spoilers like "excited/unpleasant" in Q3(a) and "subjects" in Q3(b).

**Q4**

This was possibly the most challenging question in the paper, and was the only question where students had to produce their own answers but on the whole it was answered quite well.

Q4(a) and Q4(d) were accessible to most students but in Q4(b) not many understood that her qualification was a "degree in languages".

In Q4(c) only about a third of students were familiar with *colloquio* and *prova*, most incorrect answers were based on different renditions of *prova di traduzione*, for example "she had to prove she could speak English".

Q4(d) was answered reasonably well, with most students understanding at least that she felt lucky to have a job, as her friends did not.

Q4 (f) proved more challenging as it revolved around the rather complex phrase *non smetto mai di imparare* but it was pleasing to see that almost half of the students coped with it.

Q4 (g) did not pose many problems: despite the gerund *lavorando da casa* most students understood that working online meant she did not have to waste time going to work.

**Q5**

This was generally answered well. A few students incorrectly opted for divide in Q5(b), possibly swayed by the mention of friends in the text, and

for Marcello in Q5(c), possibly due to *postare* in the text. Some failed to spot the future tense in Francesca Q5(b), whilst some were not familiar with *risparmio* in Q5(c).

This crossover question was answered well at this level, with most students scoring at least three marks out of four. Some mistakenly thought that the discount was for the purchase of a new computer rather than an iPod.

#### **Q6**

This was generally answered well, but quite a few students incorrectly chose B in Q6(i) even at this level.

#### **Q7**

This question was also answered better at Higher tier level, although some students incorrectly ticked C or E.

#### **Q8**

This multiple choice question in Italian was answered successfully by many. The sub-questions were answered with varying degrees of success.

Q8(i) and Q8(v) were answered correctly by almost all students.

Q8(ii) was the most demanding sub-question, with less than half of the students choosing the correct option. Many thought that youngsters should sleep six hours more, possibly because the text mentioned that one in ten sleeps less than six hours per night.

In Q8(iii) some opted for *fare i compiti* or *fare sport*, possibly because the text mentioned *studio* and *attività fisiche* (but missing the crucial *evitare*).

In Q8(iv) quite a few chose *musica* although it was not mentioned at all in the text (the text referred mainly to *messaggi*, *email* and *SMS*, with a brief mention of *videogiochi*).

In Q8(vi) a few could not cope with the comparatives.

In Q8(vii) many incorrectly thought that sleeping little can make us thinner or more intelligent.

In Q8(viii) some failed to see the connection between *incidenti stradali* and *incidenti in macchina*.

Overall, however, this question produced some pleasing results.

**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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