

Examiners' Report

Principal Examiner Feedback

Summer 2023

Pearson Edexcel GCSE In Italian (1IN0)

Paper 2 Higher Tier: Speaking in Italian

## **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 2023

Publications Code 20230824

All the material in this publication is copyright

© Pearson Education Ltd 2023

## **Introduction**

2023 marked a return to the GCSE Italian controlled assessment speaking examination.

As this is the second Principal Examiner's report for the specification after Covid 19, it is perhaps important to review and clarify different aspects of this qualification.

Higher tier consists of three parts:

- a role play with 5 prompts - maximum of 10 marks
- a picture-based task with five prompts - maximum of 24 marks
- a conversation on two topic areas -maximum of 36 marks.

The overall mark is 70.

All the speaking tests are conducted by centres, recorded as MP3 and uploaded to the LWT platform.

There are 10 higher role plays and 10 higher picture-based cards, provided by Edexcel Pearson. The sequencing grid shows which role play and which picture-based card to hand out to each student.

Students have a 12 minutes' preparation time for the role play and picture-based card.

## **Role play**

The role play is an interaction requiring the student to ask and answer questions, to exchange information and to use different registers. All role plays are marked for communication only.

The role play should last between 2 to 2 ½ minutes.

In the role plays, the prompt marked "!" is an unknown question and the prompts marked "?" requires the student to ask a question.

Teachers-examiners are not allowed to rephrase questions for the role plays: any re-wording results in no credit given to the response. Questions can be repeated up to three times, but if the teacher asks a question again because the student gave an initial incorrect response, any subsequent response – even if correct - will not be given any credit. The replies are not intended to require extended development; rather, they need to fully cover the prompts.

## **Picture-based task**

In the picture-based tasks:

- the first question is a description of the photo
- the second elicits an opinion
- the third requires a response with a past reference

- the fourth requires a response with a future reference
- the fifth point is marked "!" and is **unknown** to students **beforehand**.

Teachers-examiners are not allowed to rephrase questions for the picture-based tasks.

The picture-based tasks should last between 3 to 3½ minutes.

Students are required to give full answers with some development to access the higher mark bands.

As a guide, candidates should aim to produce about five sentences for the picture description and three sentences for each of the other prompts.

### **Conversation**

The conversation is based on any two themes and is in two parts.

For the first part of the conversation, the students select one topic from one theme in advance of the assessment. This part of the conversation task starts with this first topic and then moves on to other topics within the same theme.

The second part of the conversation must be on a different theme. This is prescribed by Pearson through instructions on a sequencing grid. This part of the conversation may focus on one or more topics from within the selected theme.

The conversations should last between 5 to 6 minutes, divided equally between the two topics. Any response started after 6 minutes will not be given credit.

Students are allowed (but not obliged) to present their first topic for one minute. This must be followed by questions: if the first conversation topic is a monologue without questions and answers, the mark for Interaction and Spontaneity is capped at 6.

### **Conduct of the tests**

Most centres dealt with the administration of the specification extremely well. Almost all completed the CS2 form correctly, including both the students' and the teachers' signatures.

Most recordings had good sound quality, which was helpful for examiners.

A few problems on the uploading of the documents on LWT platform made the examiners' task complicated:

- No CS2 form uploaded
- CS2 forms uploaded as PDF or image, forcing the examiners to re-write all candidates names and data into a new form for marking.
- MP3 uploaded on LWT were corrupted or shown as 0 bytes.

Overall, the level of performances was quite high and most candidates were well prepared. Responses were generally interesting. Even in those centres that chose to ask the same range of questions, the candidates responses varied. It was a pleasure to hear many candidates expressing enthusiasm for their chosen topic.

Some native speakers struggled with the role plays because they did not follow the script. Furthermore, some teachers-examiners omitted to ask some of the questions as set out on the card therefore disadvantaging the candidate.

## **Candidate performance**

### **Role play**

Most role plays were well performed.

Occasionally, students lost marks because their Teacher-Examiners had re-phrased a question or repeated a question after a wrong answer had been given: no credit can be given for any subsequent answer, even if correct.

Answers should be brief and to the point to access the full marks.

A few teachers failed to read out the introduction as scripted, an omission that could affect the student's performance. More serious was the occasional omission of one of the questions and this clearly confused the students as well as losing them marks.

Most role plays offered similar degrees of difficulty.

Unfortunately, a small number of students answered almost all questions saying: "*Non lo so.*".

Some candidates will be disappointed to see a lower-than-expected mark in task 1 because they didn't pay attention to the five prompts and asked the wrong questions or no questions at all. Some candidates were not told that the questions they had to ask were the ones suggested on the role play card and not what they felt to ask.

**HR1:** Q5. some candidates asked the examiner to say when the examiner wanted to start work.

**HR2:** Q5. some candidates found asking questions a challenge and asking about closing time proved so.

**HR3:** this role play was generally well performed.

**HR4:** Q5. Some students were unable to articulate this and were unsure about 'subject'.

**HR5:** the most challenging – confusion over past and present; omitting 'to book' for Q1; Q4 and Q5 were especially challenging.

**HR6:** this role play was generally well performed.

**HR7:** this role play was generally well performed.

**HR8:** Q4. candidates talked about their own uniform or what they needed to wear.

**HR9:** this role play was generally well performed.

**HR10:** this role play was generally well performed.

### **Picture-based task**

Most students were able to provide detailed descriptions of the photos. Many gave relevant and extended answers to the other points, with frequently correct references to past, present and future. There were a few instances where Teacher-Examiners missed out one of the points, which resulted in the award of a lower Communication & Content mark.

It is important to make use of the scripted follow-up questions – ‘*Altro?*’ or “*Perché (no)?*” - to encourage students to extend their responses and aim for higher marks. Equally, asking for “*Altro?*” when a student has already given a very full and detailed response is counter-productive.

**HP1:** Q2. several teachers mis-read ‘rilassante’ and used ‘interessante’.

**HP2:** Q5. *mezzi pubblici* was not well understood.

**HP3:** Q5. *divisa scolastica* - quite a few candidates struggled to understand this, probably more familiar with ‘*uniforme*’.

**HP4:** performed well by most candidates.

**HP5:** well done and majority understood ‘*Paese*’

**HP6:** well done, bearing in mind, last year ‘*staniere*’ caused many candidates a challenge.

**HP7:** performed well by most candidates.

**HP8:** performed well by most candidates.

**HP9:** performed well by most candidates.

**HP10:** Q5. Candidates found ‘*scambio scolastico*’ difficult – often having to ask the question to be repeated – probably because they are more familiar with ‘*gita*’

### **Conversation**

Many candidates opted to start with a brief presentation introducing the topic they had chosen. The introduction by the candidate should not exceed one minute.

It is essential to keep strictly to the timings and avoid any imbalance between the 2 conversations.

In some cases, the teachers allowed the first conversation to overrun therefore restricting the time available for the second conversation. Since examiners stop listening when the full time is up, the shortness of the second conversation affected the final marks awarded.

Some centres clearly encourage their students to use heavily rehearsed sentences and phrases in Conversation 1. Whilst students obviously prepare responses when they are practising for their exam, it is obvious that regurgitating pre-learnt and often badly understood phrases

is not the way of gaining access to the highest Interaction & Spontaneity marks.

Some teachers are still relying on a list of prepared questions and in some extreme cases all the students had been directed to prepare the same answers, destroying spontaneity and natural flow of conversation.

Candidates should not go through a list of pre learnt questions.

Interaction was penalised as the students had clearly prepared the questions in advance and performed without spontaneity.

Those who were able to offer spontaneous answers backed by natural development obtained the best scores. The aim is to have questions and answers to produce as natural a discussion as possible, not a prepared monologue.

There were also a few tests where only one topic was discussed, therefore, reducing the Communication & Content mark for the candidates concerned.

There were a few occasions when candidates were asked to choose their second theme. **This is not acceptable.**

### **Administration**

Most Centres followed the instructions ensuring that the MP3 and CS2s (**not as PDF**) were uploaded correctly on the new platform LWT. However, some Centres had to be contacted either to submit the missing CS2 form or to re-submit the recordings.

Please do not send a CS2 for each candidate but for the group.

It also avoids confusion if details of the student's name and number are announced clearly at the start of each speaking examination and the role-play number and picture-based discussion number are announced at the beginning of each task. The teacher-examiner should also announce the start of each theme in the conversation.

### **Recording**

Centres should:

- place the microphone **closer to the candidate** and not the teacher
- conduct the exam in a quiet room
- use the best quality recording equipment that is available.

### **Do's and Don'ts for Students**

- Look at what prompts in **role plays** require you to do.
- Keep **role plays** short. One sentence answer is enough.
- Practise asking questions in **role plays**.
- Listen carefully to the question the teacher asks in the third prompt

- of the **role play** marked with "!".
- Give a full description of the **picture**. (Describe people, activities, weather, give opinions).
- The third prompt of the **picture-based task** requires an answer in a past time frame. The fourth prompt requires an answer in a future time frame.
- Keep the presentation in the **conversation** to a maximum of one minute.
- Take the initiative in the **conversation** by giving opinions and adding extra information.
- Ask the teacher to repeat a question in **Italian**.

### **Do's and Don'ts for teachers**

- Follow the sequence grid.
- State candidate name and number at the beginning of recording.
- Announce stimuli numbers.
- Stick to the questions on Role Play and Picture Card and **do not ask** extra questions. Some teachers asked question not on the role play card which caused confusion for the candidates
- In RP and PC keep your answers brief.
- Do not correct candidates' mistakes.
- Do not help candidates to understand words they don't know.
- Stop the presentation after 1 minute.
- Ask appropriate questions that help development and are related to the assigned theme in General Conversation.
- State when moving from one theme to the other in GC.
- Spend equal time for Part1 and Part2 in the GC.

### **Conclusion**

#### **Congratulations to teachers and candidates!**

This summer exams were very well conducted in several centres. Examiners were pleased to report a good overall standard of the Higher orals they marked. There was an impressive variety, in terms of range of grammar and vocabulary.

Many students, guided by their teachers, produced sound performances and coped well with the demands of the exam.



