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Examiners' Report
Principal Examiner Feedback

Summer 2023

Pearson Edexcel GCSE
In Italian (1IN0)
Paper 03 Reading Higher Tier

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Introduction

GCSE Italian paper 1IN0 3H is assessed by means of a sixty minute examination. During this time, candidates are assessed on their understanding of written Italian across a range of different types of texts. The paper draws on vocabulary and structures across all of the themes. The assessment consists of 10 questions and the total mark for the paper is 50 marks.

Section A has six questions set in English, two of which are questions based on literary extracts.

Section B contains three questions set in Italian.

Section C contains one translation passage from Italian into English.

Texts for individual questions within the assessment use high frequency language and vary in length, including both short and longer written passages. Texts include authentic sources that introduce more complex language and unfamiliar material. Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level.

This is the second full-scale series examination under the 2017 specification since 2019.

Most candidates at this level achieved a good measure of success on questions with English prompts which required the recall of familiar vocabulary items from the list provided in the specification and most candidates were able to gain some marks on the new translation into English task. However, some candidates were less successful on questions which required processing or interpreting meaning. The literary texts and questions with rubrics in Italian proved accessible to those achieving higher scores on the paper.

Question 1

In this question candidates were required to read an article about a competition in a newspaper and answer questions in English. The majority of candidates managed to score at least 2 points and many scored all 3 points. In part (a), some candidates lost marks as they appeared not to know the meaning of *gita*, writing answers such as 'their favourite class' or 'their favourite school activity'. In part (b) some candidates lost marks as their answer was not precise enough, giving answers such as 'on a website' or 'online' instead of 'on the website of the newspaper'. Part (c) did not present any problems for candidates, although a few lost marks by confusing *luglio* with *giugno*. In this questions some candidates answered 'Rome' and this is clearly not an answer to the question 'where?'. It is essential the candidates read the questions very carefully and answer accordingly.

Question 2

In the question candidates were required to read an extract from a literary text, *La traversata dei vecchietti* by Stefano Benni and answer questions in English. This proved accessible for most candidates and most scored at least 3 points from the 4 available. In part (a) most candidates were able to identify that the men wanted to cross the road as there was a park on the other side. In part (b) some candidates gave answers such as 'there was a lot of traffic' or 'it was very busy' but most managed to communicate the idea that it was 'rush hour'. Part (c) was straightforward for many of candidates who correctly answered, 'traffic lights', although a surprising number did not know the word *semaforo* and incorrectly guessed answers such as 'a crossing' instead. In (d) most candidates answered correctly by giving one of the possible alternatives.

Question 3

This question required candidates to read the opinions of three people about languages and answer questions in English. Most candidates were able to score at least 4 of the 5 points here. The most challenging part proved to be part (c) with many candidates not knowing the meaning of *Paesi Bassi*.

Question 4

Here candidates were required to read an extract from a literary text, *Conversazione in Sicilia* by Elio Vittorini and select an answer from the four options available. The majority of candidates were able to score most points on this question. The most challenging parts were parts (i) and (v). For part (i), less successful candidates chose C instead of D and for part (v) some chose D instead of C, presumably as *sorridere* was in the text, even though it was preceded by *senza*.

Question 5

In this question, candidates were required to read a passage outlining the views of 4 people on homework. They then had to complete 4 statements with the correct names from the list of 4 as well as answer two questions in English on the text. Most candidates were able to successfully identify the correct names and the majority of candidates scored at least 4 of the 6 available points. In part (e), while most candidates correctly answered that you should turn off your phone, some provided answers that were not specific enough, such as 'you should close your phone' or answers that were wrong, such as 'put your phone in another room' or 'switch off all electrical devices'. Most candidates gave the correct answer in part (f) although a few incorrectly answered that talking to teachers could reduce stress and this is not the answer to this question.

Question 6

Here candidates were required to read a passage about the 2026 Winter Olympic Games in Italy. They then had to choose 4 correct statements from a choice of 7 and then answer 2 questions about the text in English. In part (i) most candidates were able to correctly identify two of the three correct statements, with many wrongly choosing B as an answer, drawing incorrectly on *la quarta volta* in the text. In part (ii) many candidates failed to give the correct answer, with many stating that the organisers wanted to encourage more people to take part. Part (iii) was problematic for many candidates who gave answers that were not specific enough. Many simply wrote 'go on the website' but for the mark to be awarded, the element of signing up/registering on the website was required.

Question 7

This question was a multiple choice exercise that required candidates to read an article about a visit to a hotel and choose an answer from the four options available. Here candidates generally scored 4 or 5 points, some perhaps as a result of guess work but some as a result of being able to recognise lexical items that appeared in the text. Most scored the points in parts (i), (iii), (iv) and (v). In part (ii) some candidates chose A instead of C, possibly not spotting the word *non* in the question.

Question 8

This question required candidates to read information about the experience of 4 people who had completed volunteering work and then choose the correct name to complete the sentences related to the text. Here, the majority of candidates scored at least 4 points as they were able to identify key vocabulary items from the text and the questions. Parts (d) and (e) proved to be the most challenging.

Question 9

This question required candidates to read a passage in Italian about a mother's concerns for her daughter and answer questions in Italian, which the majority of candidates did very successfully, showing good understanding both of the text and the questions. Most candidates scored at least 3 points from the 5 available. Almost all candidates answered part (a) correctly, although a few wrote either *storia or arte* and not *storia dell'arte*. Parts (b) and (c) were also answered correctly by most candidates. Part (d) was more challenging for some candidates who incorrectly answered *chatta sui social* when in fact this is the something the daughter does not do. Most candidates answered part (e) correctly. A few candidates wrote their responses in English and although it was clear that they had understood the question and the text, marks cannot be awarded for a response in the wrong language. Candidates are reminded of the importance of reading instructions very carefully.

Question 10

This question required candidates to translate a passage about environmental issues into English. This was very well attempted by the majority of candidates, with varying degrees of success. A significant number of candidates did not know the word *ambientali*, translating this as 'ambient' or even 'climate'. Some candidates appeared not to know the quantity *chili* and wrote 'pieces of paper' for this, while others did not know *carta* and wrote 'card' or 'tissues'. It was encouraging to see that most candidates were able to identify and translate verbs using the correct tense. In addition, practically all of the cohort attempted the translation in its entirety with very few blank responses. The majority of candidates scored 5 or more points from the 7 available, with a significant number scoring 6 or 7.

Paper Summary

Based on their performance in this paper, candidates are offered the following advice:

- Candidates should read all questions carefully, paying particular attention to the question words and the language in which the questions are to be answered.
- Candidates must remember that, in the multiple-choice questions, most alternative incorrect options will contain an element of distraction, such as a word or phrase candidates will have read. Learning to look for these can be a helpful skill.
- Candidates must ensure that their translation reads naturally in English. It is often not possible to translate word-for-word from the original Italian text. There will probably be unknown words, or even whole sentences, in the translation. Candidates should translate the words they do know and then make a sensible guess at the unknowns from the context.
- Candidates need to proof-read what they write and run a 'sense-check'.

- Candidates must answer all questions and not leave blank spaces. An educated guess may get some credit, but a blank space will not. They should also check that they have not missed out any questions by accident.
- Candidates should check how many marks are available for each question and give the correct amount of information in their response.
- Candidates must remember to be careful with handwriting and to present their work neatly.

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