



# Examiners' Report Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCSE

In Italian (1IN0) Paper 4H: Writing

Higher tier

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## **1IN04H REPORT 2024**

### **ITALIAN GCSE PAPER 4H Writing**

For this paper questions are set in common contexts, addressing a range of relevant contemporary and cultural themes.

They are organised into five themes, each broken down into topics and sub-topics. The five themes are: Identity and culture, Local area, Holiday and travel, School, Future aspirations, Study and work and International and global dimension. The assessment tasks feature general content that is familiar and accessible to all candidates.

Candidates are required to produce responses of varying lengths and types to express facts, ideas and opinions in Italian. The length of each response required and complexity of language increases across the paper. Recommended word counts are specified for each question. Candidates will not be penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullet points although a piece that is too short will be self-penalising.

All questions are marked against the assessment criteria as published in the current specification. The instructions to students are all in Italian but this year still question titles were in English as an extra help for candidates. The use of dictionaries is not permitted. For this paper questions are set in common contexts, addressing a range of relevant contemporary and cultural themes.

The assessment time for paper 4H is 1 hour and 20 minutes in length and it carries 60 marks. The paper consists of two questions and one translation from English into Italian. Students must answer all questions.

Question 1 has two options, from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest and convince the reader about a certain point. Students should use the informal register. This question is common to the Foundation tier.

Question 2 has two options, from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions and interest or convince the reader. Students must use the formal register.

Question 3 is the translation question. Students are required to translate a short paragraph from English into Italian. The individual sentences are ordered by increasing level of difficulty.

### **Question 1(a)**

Q1(a) required candidates to write an informal email about school trips. They had to address the four bullet points and produce between 80-90 words in Italian. The question had to be answered using past, present and future time frames.

At Higher level this was the less popular of the two options and it was very well answered by candidates who chose it. This is clearly a topic that candidates had prepared well before the exam. Verb tenses were generally good, and candidates managed to answer all bullet points well. A few candidates didn't answer the third bullet point "*perché le gite sono importanti*" but most candidates used a variety of adjectives and opinions to justify their ideas (*le gite sono utili/belle/interessanti*).

In some cases, candidates wrote about a day out with family instead of writing about a school trip with their school friends.

There were a few candidates who struggled with verb conjugation, particularly when using the past tense, with incorrect use of the auxiliary verb or wrong agreement with the past participle.

### **Question 1(b)**

Q3(b) required candidates to write an informal email about their local area; they had to write 80-90 words of Italian. The question had to be answered using past, present and future time frames.

At Higher level this was far more popular than Q2(a) and this is also a topic that has been well prepared as the question was answered very well by most candidates. Candidates were better able to express ideas and opinions more elaborately and successfully than those who did this question on Foundation, as is to be expected. Again, there were a few candidates who struggled with verb conjugation, particularly when using the past tense with incorrect use of the auxiliary verb or wrong agreement with the past participle.

A few candidates didn't explain why they prefer to live in the countryside or the city and simply said they prefer to live in the city/countryside but without a reason.

Candidates are reminded to read the bullet point and plan their answer before writing.

## Question 2 (a)

Q2(a) required students to write an article about a trip to the theatre. They had to address the four bullet points and justify their ideas and opinions. They had to produce between 130-150 words in Italian.

Q2(a) was slightly less popular than Q2(b) option and it was answered well by most candidates. Many showed a broad range of vocabulary and structures in their response.

Most were able to give details of an evening at the theatre. Many candidates described when they went to the theatre, with whom and how they got there. Others described what they saw at the theatre in detail and there were some very good descriptive and creative responses.

A few candidates failed to recognise that this was supposed to be written in the past and used the present tense instead. Candidates must read all the bullet points very carefully before writing their answer.

Candidates were generally able to use a variety of structures to give their opinion of the evening and opinions were generally well justified. Some candidates did however struggle with using *piacere* in the *passato prossimo*. Most were able express their opinion about whether young people prefer the cinema or the theatre, with most candidates opting for the cinema as they feel this is cheaper and more relatable for young people as it offers them a good range of films and special effects.

Again, most candidates were able to communicate whether or not they would like to be an actor. Candidates had mixed views about this. Those in favour felt that they would like to be famous and that being an actor is well paid while those against felt that it would bring too much pressure and that it would not suit their personality. A few candidates didn't fully address this bullet point. Some limited their answer to "*in futuro voglio essere...*" without explaining why they don't want to become an actor/actress.

Many candidates showed a good command of grammar although there were some issues, especially with the past tense, with incorrect use of the auxiliary verb or wrong agreement with the past participle.

A few candidates did not answer the bullet points in order and while there is no requirement to do so, it is advisable so that candidates do not forget to come back to the point, which is possibly what happened to some candidates here who omitted bullet points.

## Question 2 (b)

Question 2 (b) Q2(b) required students to write a formal letter about volunteering in Italy. They had to address the four bullet points and justify their ideas and opinions. They had to produce between 130-150 words in Italian.

This was slightly more popular than Q2(a) and candidates who chose this were able to cope with the demands of this question and all bullet points were generally answered well.

Most candidates were able to give information about a volunteering job that they had done in the past. A lot of candidates wrote about working in a shop or helping homeless people and there was a lot of good topic-specific vocabulary. A few candidates mentioned that the work was well paid which is not really in the spirit of volunteering!

Most candidates stated that they wanted to work in Italy to improve their Italian, because of the weather or food and to have new experiences.

Most candidates were able to give some advantages of volunteering, such as it allows you to help others and it is good for your CV when applying for a job or going to university.

Most candidates were also able to express what job they would like to do in the future and why.

This is clearly a topic for which students are well prepared and candidates were generally successful in manipulation of language although a few struggled with the *passato prossimo* and the conditional, especially with irregular verbs. A few candidates also got confused with the formal register and wrote the first two bullet points about a female they knew as they did not recognise the formal *Lei*.

## Question 3

Q3 required students to translate a short passage of four sentences from English into Italian. The passage was about a food blog.

Most candidates were able to translate most of the passage successfully. Some surprisingly struggled with items of vocabulary such as 'often' and 'on my own' and many wrote *l'anno scorso* instead of *l'estate scorsa*. A few candidates also struggled to translate 'I like trying'. 'Traditional' was often omitted.

There were a few problems with the auxiliary verb and agreement of the past participle when translating 'I went'. Some candidates struggled to translate 'I hope to visit', instead writing *vorrei/mi piacerebbe visitare* rather than *spero di*, which did not quite have the same meaning.

A few candidates left blanks where they did not know a word or phrase and they would be strongly advised to attempt all of the passage as blank spaces do not result in marks!

## Paper summary

Standards at Higher level appeared to be similar to last year, although the translations were not quite as precise in general, with less attention to detail compared to previous years.

The level of response was generally very good and candidates seemed to have covered the topic areas well. Once again, there appeared to be a high proportion of native/near-native speakers.

Grammatical awareness and accuracy were better than at Foundation level but there were many instances of careless mistakes and inaccurate verb formation, and candidates are advised to read over their work carefully and check it.

Candidates are also advised to read the question very carefully and consider what each bullet point is asking then to write about *exactly* before completing their answer.

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

- Read every question on the exam paper before you begin to write your answers
- Look very carefully at the whole question, including the rubric, to make sure that you fully understand what you are being asked to do.
- Answer each of the bullet points in order
- Write a separate paragraph for each bullet point, as this will help you check that you have covered all of them in detail
- Leave enough time to check your work carefully at the end of the exam
- Try and use a variety of grammatical structures and vocabulary to avoid repetition
- In Q3, try and translate every word, including what might appear minor words
- Write your answers on the correct pages of the answer booklet. If you find that you have written, for example, part of Q2(b) on the page for Q2(a), then please write a brief note so that the examiner (who only sees one question at a time) is aware of this and can take the necessary action. The same applies if the answers are continued on extra paper
- Ensure that your handwriting is as neat as possible. This year there were many instances of responses that were virtually illegible.