



Pearson

Examiner's Report

Principal Examiner Feedback

Summer 2018

Pearson Edexcel GCE
In Italian Language (8IN0) Paper 03

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Format of the Test

The test is divided into two tasks.

Task 1 requires students to read and respond to two short texts on a stimulus card based on Theme 1: *I cambiamenti della società Italiana* and hold a discussion. The teacher asks four compulsory Edexcel-set questions in the order in which they are written. Compulsory questions may be repeated, but rephrasing is **not** allowed. Stimulus cards 1-6 are for Task 1. Students do **not** have a choice of cards for this task.

Task 2 requires students to respond to a statement on a sub-theme, which is based on a discussion from Theme 2: *La cultura politica ed artistica nei paesi di lingua italiana*.

The teacher-examiner asks the two compulsory questions on the card, which is then followed by a broader discussion on any other aspect of the **same** sub-theme. Stimulus cards 7-12 are for Task 2. Students have a choice of sub-themes for this task, but must not be shown details of the stimulus cards before making their choice.

Teachers should not ask extra questions between Q1 and Q4 of Task 1 and Q1 and Q2 of Task 2.

General information

Timing for the speaking assessment:

Task 1: 7 to 9 minutes

Task 2: 5 to 6 minutes

Total assessment time: 27 to 30 minutes, (12 to 15 minutes of speaking plus 15 minutes preparation time for both tasks).

The assessment is out of 72 marks.

Task 1 is worth 42 marks and Task 2 is worth 30 marks.

Assessment principles

Task 1 is based on Theme 1 and is set in the context of Italy **only**.

Four-mark grids are applied to this task:

- responding to written language in speech (AO2)
- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

(AO2) assesses the student's response to the first three questions only.

The stimulus card for this task contains two short texts relating to the sub-theme.

The student is asked **four** compulsory questions by the teacher-examiner **in the order** they appear on the card:

Question 1 requires the student to summarise the first text

Question 2 requires the student to answer a comprehension question on the first text

Question 3 requires the student to respond to information in the second text or both texts

Question 4 will stimulate wider discussion of the cultural and social context of the sub-theme beyond the focus of the texts of the stimulus card. The teacher-examiner must ask follow-up questions for the remainder of the task time.

Teacher-examiner must avoid general or personal questions which tend to produce irrelevant answers.

Task 2 is based on Theme 2 and is set in the context of any Italian-speaking country and/or community.

Three-mark grids are applied to this task:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

The stimulus card for this task contains a statement on the sub-theme that will act as a springboard for the discussion.

There are two parts to the discussion:

Part 1 – the teacher-examiner asks the two compulsory questions then helps to develop the discussion by asking appropriate follow-up questions relating to the subject on the stimulus card.

Part 2 – for the second half of the time allocated, the teacher-examiner broadens the discussion by moving on to any other aspect of the **same** sub-theme.

Candidates' Responses

This year, most candidates were thoroughly prepared and teachers-examiners followed scrupulously the guidelines for conducting the oral tests. Well done!

It was great to hear how students performed in this new speaking exam. Well prepared students could discuss the issues on the cards with a level of language that was extremely high.

Task 1

AO1 Interaction: many students achieved a mark of 3 or 4 because they could respond with a measure of spontaneity and fluency, developing their answers. The requirement for the candidate to ask a question sometimes stopped the natural flow of the conversations. Some examiners treated it as an irrelevance, offering a bland response; others responded at length, eating into the candidate's precious available time.

AO2 - Response to Written Language: this is applied to the first three questions of Task 1. Most students could give a clear summary of the text. Only a very small minority of candidates showed little evidence of

understanding of the text, giving personal opinions instead of a summary of the written sources.

AO3 – Accuracy and Range of Language: some students displayed a command of the language close to native speaker standard.

AO4 - Knowledge and Understanding: the lack of focus on Italy was a big issue. Far too many examiners discussed the topic areas in the most general terms, referring minimally to Italy. To score well in the Knowledge and Understanding section the **focus** must be kept **on Italy**. Often a comparison was invited between the UK and Italy. In the best cases, this led to a series of focused answers which kept Italy in the discussion. By contrast it often became a general discussion with Italy absent. This is the biggest change from the legacy paper and teachers are advised to base their lessons firmly into the Italian speaking world to conform with this component of the test.

Task 2

Students have an element of choice in task 2 and they seemed to be more knowledgeable in the sub-themes, performing better at this task than in task 1. The most popular choice was the sub-theme of *Musica*, followed by *Feste e Tradizioni* whereas *Media* came last.

The media sub-theme revealed that few students knew very much about Italian speaking written press, radio or television. They spoke in general terms about technology.

The main problem, again, was the correlation to Italian speaking countries. To have full access to marking grid for AO4 students must show their ability to communicate information about, and demonstrate appreciation of, different aspects of Italian-speaking culture and society.

Specific Comments on the Stimulus Cards

Task 1

Stimulus IN1

This card was usually very well done. Most candidates were well informed about the phenomenon of “*mammismo*”, explaining that single Italian men who live at home with their mothers sometimes do not have much of an alternative.

Stimulus IN2

The main text was usually well understood providing some very good ideas and comments on the change of attitudes towards homosexuality in Italy. Most Italians still oppose same-sex marriage but they are more approving of civil partnerships.

Stimulus IN3

The text was usually well understood, but the conversation that followed was too general and not linked to the Italian education system.

Stimulus IN4

Again, overall the main text was understood well. Q4 stimulated an interesting discussion on the school system in Italy.

Stimulus IN5

Text 1 seemed to present a problem for some students. In Q2 they missed the point that to become craftsmen is a solution to unemployment.

Stimulus IN6

This showed to be a very accessible text. Text 2 offered some very good ideas by very capable students.

Task 2**Stimulus IN7**

Most students could answer the questions on this card explaining that young people do not go to the opera because new productions are rare.

Stimulus IN8

There were some great answers. Students knew that the songs of old and contemporary Italian songwriters, often tell stories of marginalized people, rebels or they contain a political message.

Stimulus IN9

This card posed difficulties because students did not know a lot about Italian press.

Stimulus IN10

This card posed a problem because the ideas and comments were too general and not linked to Italian-speaking culture and society.

Stimulus IN11

This card didn't pose any difficulties and it gave students the opportunity to speak about Mother's Day in Italy and other family festivals and traditions.

Stimulus IN12

This card was very well done and often led to the most focused answers on Italian culture in part 2 of the exam. There were some good answers about some important Italian festivals.

Administration

Most examiners conducted the examination quite well. There were, however, a few issues (as identified below):

Timing:

- between 12 and 15 minutes (markers are told to stop listening after 15 minutes).

Recording quality:

- both teacher examiner and student should be audible
- check the recordings before sending them to the examiner
- record the exams in a quiet area
- label the CDs/USB sticks with the name of the candidate in the correct order of recording
- task 1 and task 2 must be on the same track.

Oral Forms and Centre Authentication Sheet:

- the Oral Form should display the number of the stimulus cards used in the spaces provided
- do not write any mark in the Oral Form

- send the authentication sheet with the student's and the teacher-examiner's signatures.

Conduct of the test:

- follow the order in which Stimulus cards must be issued to students (see page 4 of the stimulus card booklet)
- ask the compulsory questions in the order they are written
- rephrasing is not allowed
- do not ask extra questions between Q1 and Q4 of Task 1 and Q1 and Q2 of Task 2
- ask follow-up questions on any aspect(s) of the **same** sub-theme
- it is the teacher-examiner's responsibility to cover all parts of each task to ensure that the candidate can access all parts of the marking criteria.

Congratulations to teachers and candidates!

This summer exams were very well conducted in several centres. Many candidates performed well in this examination and appear to have worked thoroughly to prepare themselves.