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# **Examiners' Report**

## Principal Examiner Feedback

Summer 2017

Pearson Edexcel GCSE  
In Italian (5IN01)  
Paper 1F: Listening and Understanding  
in Italian

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## **GCSE Italian 2017**

### **Unit 1 – Listening and understanding in Italian Examiner report**

#### **Paper 1F. Listening and Responding - Foundation Tier**

The format of Paper 1F allows for answers to be marked either by computer or by a clerical marker. The “Performance Evaluation Network” provides a detailed statistical analysis for most items, on which the comments which follow are based. For clerically marked questions with a single score, there is no indication of candidates’ performances with individual items.

There are 10 questions in this paper, each of them carrying 4 marks. The total mark for this paper is 40.

All questions are in English and invite non-verbal responses except for one question inviting short English responses.

#### **Question 1 – A picnic**

This question offered a gentle lead-in to the paper. It required to recognise 4 single-word items and was answered well by most candidates across the ability range.

#### **Question 2 – My bedroom**

This question was aimed at F grade candidates and was only slightly more demanding than the previous question. “*Sud*” was found to be the most difficult word to identify.

#### **Question 3 – A trip to Montisola**

This was a crossover question with which 1F candidates coped rather well. The most common wrong answer was on item (iv), where the mention of the length of the “*giro dell’isola*” prompted a number of candidates to opt for the 9 km race.

#### **Question 4 – Mum and dad**

This was also a crossover question. Candidates had to decide who likes what and enter their answers in a grid. The task was well understood and the majority of 1F candidates managed to provide at least three correct answers; the weakest ones only managed one or two.

#### **Question 5 - Old school friends**

This question was aimed at potential E graders. Candidates were expected to understand the profession of their old school friends. It was found to be more challenging than crossover questions and average candidates scored one or two marks at the most. Most of them were able to identify *musician* whereas *shop owner* was only understood by the strongest ones.

#### **Question 6 – Shopping trip**

This question was also intended to offer a few easy marks. Most candidates scored at least 2 marks, but found it difficult to associate “*quaderni e matite*” with *stationery* and “*bistecche*” with *meat*. Weaker candidates also had problems with “*camicia*”.

### **Question 7 – A day in town**

Another crossover question. The task was matching statements to people. It worked well and separated performances yielding a good spread of marks. The item with the highest number of wrong answer was “*the zoo*,” possibly because it was answer (iv) and the first part of Mario’s statements was used as the example.

### **Questions 8 – Complaining about a hotel room**

The task requested candidates to associate items with descriptions. It separated performances well. Most 1F candidates were able to answer (iii) (*heating*); (ii) (*bed*) was answered correctly by about half of the candidature, but performance dropped dramatically with the remaining items.

### **Questions 9 – At school**

Candidates were expected to recognise school subjects. This was well understood and on average candidates managed to score 3 marks, but only about half of them recognised “*educazione fisica*” as *PE*.

### **Question 10 – Angelo’s holiday**

Candidates were asked to produce their own answer in English. Candidates find this task type more demanding than other ones and performance was generally poor. Only about half of the cohort was able to answer (b) correctly, one in 5 gave the correct answer for (a) and fewer than that for (c) and (d).

At the lower end of the scale, candidates did not score anything on this question.

### **Summary**

On the whole, 1F was a good paper, allowing differentiation between abilities. The fact that all questions for the listening papers are set in English does not necessarily mean that answering them is easier than if they were in the target language: candidates cannot rely on clues coming from the recorded text and, in the case of verbal responses, there is no possibility of scoring thanks to a successful transcription of the targeted information.

Whilst the complexity of the text is fundamental to the candidates’ results, the format of the question also has a significant impact. Therefore, candidates need to be familiar with the whole range of tasks. In particular, more practice is needed for verbal responses: reading and understanding the question, identifying the relevant information and transferring it into English.

Entry levels have been wisely chosen. The best foundation candidates for this paper appeared to be comfortable with the tasks without having wasted an opportunity for a higher grade.

**NB:** Candidates need to be reminded that tidy presentation is essential. Every effort is made by examiners to assess all that a candidate has written. However, as the paper is clipped into individual questions for online marking, answers or part of answers written outside the dedicated space may go unnoticed and lose credit. If the need arises to complete the answer outside the lines provided, this should be clearly indicated within the line or lines intended for the answer.

