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Examiners' Report Principal Examiner Feedback

Summer 2018

Pearson Edexcel GCSE
In Italian (5IN01_1H)
Paper 1H Listening and understanding
in Italian

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Publications Code 5IN01_1H_1806_ER

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GCSE Italian 2018

Unit 1 – Listening and understanding in Italian Examiner report

Paper 1H - Listening and Responding - Higher Tier

The format of Paper 1H allows for most 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. Only Q4 was marked by graduate examiners.

There are 8 questions in this paper:

- four crossover questions
- two questions aimed at B grade students each carrying 4 marks
- two questions aimed at A and A* each carrying 8 marks.

The total mark for this paper is 40.

All questions are in English and invite non-verbal responses except for one of the 8-mark questions inviting free-text English responses.

Question 1 – My street

Question 2 – A bike ride from Lignano

Question 5 – Holiday accommodation

Question 6 – City transport

These were the crossover questions and, as could be expected they were answered better at the higher level, with a large proportion of candidates scoring all available marks. Where errors were made, was generally with the same items that were found challenging by 1F candidates. On the whole, the performance of average 1H candidates on crossover questions was comparable to that of top range candidates for 1F, which shows that the questions were at the right level.

Question 3 – Buying an armchair

This was aimed at potential B graders and discriminated quite well. The easier question was part (i), which was answered correctly by the majority of candidates, whereas only one third of them were able to recognise which of the chairs was too old-fashioned.

Question 4 – Jobs for students

This question required verbal responses in English. Having to produce their own answers made this question the biggest hurdle for candidates and the best discriminator for top performances. Only two of the questions were answered correctly by most candidates: a(i) (dog lovers) and b(i) (eighteen). On question a(ii) candidates lost marks for lack of details, generally for not mentioning 'walking'. The remaining questions showed either lack of comprehension or difficulty in wording the answer.

Question 7 – My friends

This is another other question targeting potential B graders. On the whole, it was found to be rather much more accessible than Q3 and most candidates scored all 4 marks that were available.

Question 8 – Cinema

This question was made up of two sections with 2 different task types.

The task for 8a was a compound one: 4 correct sentences had to be identified and paired with the person that had made the statement. Average candidates scored 3 marks for this section

Question 8b was a straightforward multiple-choice. A high percentage of candidates scored 3 of the marks available but even candidates at the lower end of the range managed to answer 8bi and/or Q8bii.

As in the past, this question did not discriminate as well as Q4, but the paper as a whole worked well.

Summary

On the whole 1H 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. Few of the candidates entered at Higher Level really struggled with the difficulty of the paper.

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.