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Edexcel

Examiners' Report  
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCSE  
In Italian (1IN0) Paper 2F: Speaking

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## **General points**

This was the first year of the new specification, replacing the 5IN02 controlled assessment speaking examination.

For the Foundation tier, this new speaking examination consists of three parts:

- 1) a role play with 5 prompts - maximum of 10 marks;
- 2) a picture-based task with five prompts - maximum of 24 marks;
- 3) a conversation on two topic areas - maximum of 36 marks.

The overall mark is 70.

All the speaking tests are conducted by centres, recorded and sent to be marked by examiners at Edexcel Pearson.

There are 10 foundation role plays and 10 foundation picture-based cards, provided by Edexcel Pearson. The sequencing grid shows which role play and which picture-based card to hand out to each student.

Students have a 12 minutes' preparation time for the role play and picture-based card.

### Role play

In the role plays, the prompt marked ! is an unknown question and the prompt marked ? requires the student to ask a question.

Teacher-Examiners are not allowed to rephrase questions for the role plays: any re-wording results in no credit given to the response.

Questions can be repeated up to three times, but if the teacher asks a question again because the student gave an initial incorrect response, any subsequent response – even correct - will not be given credit.

Although the role plays have no time limit, the replies are not intended to require extended development; rather, they need to fully cover the prompts.

### Picture-based task

In the picture-based tasks, the first point is a description of the photo; the second elicits an opinion; the third requires a response with a past reference

and the fourth with a future reference; the fifth point asks for a preference or an opinion.

Teacher-Examiners are not allowed to rephrase questions for the picture-based tasks.

The picture-based tasks have no time limit. They require full answers with some development, in order to access the higher mark bands. As a guide, students should aim to produce about four sentences for the picture description and two sentences for each of the other prompts.

### Conversation

The students choose their first topic, whilst their Teacher-Examiners pick the second.

The conversations should last between 3½ and 4½ minutes, divided equally between the two topics. Any response started after 4½ minutes will not be given credit. Students are allowed – but not obliged – to present their first topic for one minute. This must be followed by questions: if the first conversation topic is a monologue without questions and answers, the mark for Interaction and Spontaneity is capped at 6.

## **Conduct of the tests**

A majority of centres dealt with the administration of the new specification extremely well. Almost all completed the CS2 form correctly, including both the students' and the teachers' signatures.

Most recordings were clearly labelled and had good sound quality, which was helpful for examiners. A few were problematic.

Nearly all were on USB sticks. Some were encrypted, with a code sent separately. This made the examiners' task complicated, especially when the code was not readily available, or proved not to work.

Most Teacher-Examiners enabled their students to give the best performance they were capable of, by respecting the instructions for the conduct of the role plays and picture-based tasks and encouraging spontaneous and extended responses within the time limits for the conversations.

### Role play

Most role plays were well executed. The greatest difficulty for students tended to be asking a question. Many of them coped well with the unpredictable question.

Occasionally, students lost marks because their Teacher-Examiners had re-phrased a question, or repeated a question after a wrong answer had been given: no credit can be given for any subsequent answer, even if correct.

Frequently, repeated questions also caused students to lose their footing and become unsure of where they were in the role play progression.

Some students offered lengthy development of their answers, which is not required in this task and can lead to confusion, resulting in losing the thread of the prompts.

- FR1: for some students the noun *divisa* was not known; some students gave an opinion on their uniform rather than describing it; the noun *regole* in question 2 was also not commonly known.
- FR2: not all students realised that the question asked for *materie* rather than one specific *materia*; the noun *paesi* was not known by some.
- FR3: some students had trouble forming a question such as *Dove posso andare per il pranzo?*
- FR4: some students were not familiar with the noun *passatempi*; there were different acceptable interpretations of the prompt ?

*Andare in palestra* ('When do you go to the gym? When do you do sport? What sport do you do? Do you go to the gym?').

- FR5: whilst most students coped with the unpredictable question, some found asking a question more difficult.
- FR6: not all understood the noun *vestiti* in the unexpected question.
- FR7: a few students could not answer the unpredictable question.
- FR8: some found it hard to form a question like *Quanto paga il lavoro?*
- FR9: not all were familiar with the question *Da dove*, some students explaining where something was.
- FR10: a few students did not manage to say something like *Vorrei spendere x €*.

### Picture-based task

Most students were able to provide interestingly detailed descriptions of the photos. Many gave relevant and extended answers to the other points, with frequently correct references to past, present and future.

There were a few instances where Teacher-Examiners missed out one of the points, which resulted in the award of a lower Communication & Content mark.

- FP1: some did not know the noun *regalo*.
- FP2: the question *Cosa farai per essere più ecologico nel future?* Was challenging for some students.
- FP3: a few students struggled with the question *Cosa hai fatto per le vacanze di Natale l'anno scorso?*
- FR4: some students confused tenses in points 3 & 4.
- FR5: point 3 was not well developed by some students.
- FR6: some seemed to run out of ideas for expanding answers to point 4.
- FR7: the description of the picture lacked detail in a few cases.
- FR8: the picture gave rise to different interpretations: people in a job centre, students at school, etc.
- FR9: examiners reported a few cases of confusion between past and future tenses.
- FR10: some students gave little development for point 2.

### Conversation

A majority of students opted to start with a brief presentation (one minute maximum is acceptable). This can be a good way of getting over nervousness. However, it must not take up too much (or even the whole) of the first topic. The aim is to have questions and answers to produce as natural a discussion as possible, not a prepared monologue.

There were also a few tests where only one topic was discussed, thus, unfortunately for the students concerned, reducing the Communication & Content mark.

The majority of Teacher-Examiners kept to the time limits of 3½ - 4½ minutes shared equally between the two topics. This is important to give

their students access to the highest marks: if too short, the amount communicated will not be sufficient; if too long, part of the second topic will go beyond the allowed time and not be credited.

Whilst students obviously prepare responses when they are practising for their exam, it is obvious that regurgitating pre-learnt and often badly understood phrases is not the way of gaining access to the highest Interaction & Spontaneity marks. Those who were able to offer spontaneous answers backed by natural development obtained the best scores.

Most Teacher-Examiners were very much aware that students needed to express and justify their responses, gently prompting them in order to gain more developed responses.

## **Conclusion**

In this first session of the new qualification, examiners were pleased to report a good overall standard of the foundation orals they marked. Many students, guided by their teachers, produced sound performances and coped well with the demands of the exam. Teachers are to be praised for their students' success and the excellent rapport they obviously had with them.