



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCSE
In Italian (1IN0) Paper 2H: 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 Higher 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 higher role plays and 10 higher 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 two prompts marked ? require the student to ask questions.

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.

The role plays have no time limit. However, they should not be treated as mini-conversations or lead to lengthy development of answers. The mark scheme rewards concise replies that fully convey 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 is marked ! and is unknown to students beforehand.

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 five sentences for the picture description and three 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 5 and 6 minutes, divided equally between the two topics. Any response started after 6 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 huge 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.

Nearly all were on USB sticks. Some were encrypted, with a code sent separately. This made the examiners' task complicated 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

Generally the role plays were well executed. Most students could demonstrate their ability to ask, as well as answer questions.

Very few students found the unpredictable question difficult.

For some, asking questions was the most challenging part.

A number of students seemed unaware of the fact that the prompt marked ! signals an unpredictable question and the two prompts marked ? required them to ask questions.

In a small number of cases, Teacher-Examiners re-phrased questions, which deprived their students of the chance of gaining marks for their answers. This was also the case when questions were repeated after a wrong answer from the students. Each point in the role plays is marked out of 2. Any point not covered, or answered after a re-phrased question, scores 0.

On occasion, confusion occurred when students offered lengthy development of their answers (which is not required in this task), causing the Teacher-Examiners to lose track and omit one or more of the five points.

- HR1: students tended to deal better with the unpredictable question than with the questions they had to ask.
- HR2: where students had to ask what table they would like, some responded *Vorrei un tavolo per X persone*, others said *Vorrei un tavolo all'angolo/fuori/vicino al bar, ecc* - both were acceptable; most dealt well with the unexpected question, with some hesitation in a few cases.
- HR3: the prompt ? *Sport - quando* was sometimes wrongly interpreted as 'What sport do you do? Do you go to the gym?'

- HR4: a small number of students did not know the word *gite*.
- HR5: a few students did not seem to understand *prezzo* in the third prompt.
- HR6: the unexpected question *Cosa ha fatto nella nostra regione* proved difficult for some students.
- HR7: a small number of students did not realise the situation was set in their area.
- HR8: not all students understood that point 3 was a question they had to ask, rather than answer.
- HR9: the prompt ? *Cominciare – quando* was sometimes interpreted as 'When can I start working?', sometimes as 'What time does work start in the morning?'- both were acceptable; *da dove* was not always understood, some students asking *Dove sono i turisti in albergo?*
- HR10: there was an error in the students' card: in the introduction and the prompts, *Naples* had been used instead of *Napoli*. Most corrected this spontaneously; in the rare cases where they didn't (for example asking *Naples è lontano da qui?* for the third prompt), they were awarded the marks.

Picture-based task

Most students excelled at this, providing superb descriptions of the photos, noticing interesting details and including their insights at who the people in the photo might be and how they were feeling.

A huge majority were able to give relevant answers to the other points, using correct references to past, present and future. The expanded justification offered for opinions was particularly pleasing.

Students generally dealt very well with the follow-on questions and had clearly made good use of their preparation time. They were able to offer developed answers and display an excellent command of Italian.

Only a very small number struggled with the unpredictable question.

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

- HP1: students gave excellent descriptions of the photo.
- HP2: the unpredictable question gave rise to many interesting replies.
- HP3: most students were able to justify their opinions very well.
- HP4: students came up with different interesting interpretations of the picture (strict/lenient teacher, interested/bored students, maths/language lesson).
- HP5: examiners reported there was a range of interesting views on work.
- HP6: students were able to give detailed answers on all the points.
- HP7: many students came up with good suggestions for point 4.
- HP8: the question *Secondo me, per i giovani è difficile trovare un lavoro. E secondo te?* gave rise to interesting replies.

- HP9: *Recentemente, a quale competizione sportiva hai partecipato?* produced very good extended responses.
- HP10: students gave varied descriptions of the photo, trying to guess the people's characters and what they might be saying.

Conversation

Many students started their chosen topic with a brief presentation. Very few went on too long (it should not go beyond one minute). Whilst it can help the students to overcome initial nervousness, it must not detract from the main purpose: a discussion - as natural as possible; not a pre-prepared monologue.

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

The majority of Teacher-Examiners were mindful of the time limits (5-6 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.

There was evidence of a good range of questioning that sought to generate students' confidence by starting with less challenging questions, then scaling up the level of complexity.

Examiners commented on the very high quality of most conversations, as well as the fact that many students did at least as well on the second topic (chosen by their teachers) as on the first one (that they choose).

A huge majority of students had acquired a wide range of vocabulary; they were able to use complex structures, as well as take the initiative by giving opinions and adding extra information without waiting for further questions from their teachers.

Examiners commented that they were a delight to listen to.

Conclusion

In this first session of the new qualification, it was really pleasing to see that all examiners reported the extremely high overall standard of the orals they marked.

The importance, for both teachers and students, of thoroughly reading the instructions and rubrics, cannot be stressed enough. Examiners invariably feel it is a shame to have to mark down a student because some parts of the test were not covered or incorrectly conducted.

Fortunately, in most centres, the exams were well organised and all instructions correctly followed, allowing students to achieve the results they deserved.

Teachers are to be congratulated for their students' performances: they were often outstanding and way beyond what can be expected for GCSE. It was also very satisfying to hear so many instances of a genuine excellent rapport between the Teacher-Examiners and their students.

