Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCSE
In Italian (1IN0) Paper 3F: Reading and
Understanding in Italian

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Introduction

GCSE Italian paper 1IN0 3F is assessed by means of a forty-five minute
examination. During this time, students are assessed on their understanding
of written Italian across a range of different types of texts. The paper draws
on vocabulary and structures across all of the themes.
The assessment consists of 10 questions and the total mark for the paper is 50 marks.

Section A has six questions set in English, two of which are questions based on literary
extracts.
Section B contains three questions set in Italian.
Section C contains one translation passage from Italian into English.

Texts for individual questions within the assessment use high frequency
language and vary in length, including both short and longer written
passages. Texts include authentic sources that introduce more complex
language and unfamiliar materials. Literary texts consist of short extracts
from texts that may have been adapted and abridged from authentic
sources to be appropriate to this level.

This is the first examination under the new 2017 specification and although
the general syllabus content is similar to the previous specification, there
are some new content areas, notably the following: role models; languages
outside the classroom; the global dimension and volunteering. Students
were faced with some familiar test types but others which represented a
significant change from the previous specification, including the testing of
literary texts, the introduction of translation into English and three questions
posed in Italian, where formerly all questions on the paper at Foundation
Tier were posed in English.

Most entrants at this level achieved some success on questions with English
prompts which required the recall of familiar vocabulary items from the list
provided in the specification and many students were able to gain at least
some marks on the new translation into English task. However, students
were less successful on questions which required processing or interpreting

meaning and although the literary texts and questions with rubrics in Italian proved accessible to those achieving higher scores on the paper they were more problematic for some students.

Question 1

This question required students to read a blog about holidays and select the person for whom the statements that followed the text were appropriate. Most students found this question very accessible as it contained very familiar vocabulary items from the list provided in the specification. The high majority of students scored 4 or more points from the 6 available.

The main cause of lost marks here was part (e) where some students confused 'campagna' and 'campeggio' and chose Paolo ('non mi piace andare in campagna') instead of Filippo ('non mi piace fare campeggio') as their answer for who dislikes camping.

Question 2

This question required students to choose words from a box to complete sentences related to a text about a hotel.

Less successful students found this type of gap filling question very challenging. Errors were made at random which indicates that some students could have guessed an answer which seemed logical to them, perhaps without carefully reading the text. Some students did not select words from the box but made up their own answers and they would be advised to read the instructions very carefully and to only select words/phrases from the box for their answer.

Parts (a), (b) and (e) proved to be more accessible for students whereas parts (c) and (d) proved to be more challenging for many. In part (c), some students selected 'from midday' instead of 'every day' (ogni giorno) and in part (d), some chose 'salad' instead of 'sweet food', mistaking 'cibi salati' for salad when the answer was actually 'cibi dolci'. 88% of students scored 3 or more points from the 5 available.

Question 3

This question required students to read an extract from Leo's blog about daily life and answer questions in English.

Part (a) proved to be more accessible than part (b) for many students. 41% of students scored points on all three parts and the high majority scored at least 2 of the 3 available points. Some students answered part (iii) by mentioning with whom he spends Saturday when the question asked where he spends Saturday. Again students are advised to read questions very carefully before writing their answers.

Part (b) saw more than just under half of the cohort failing to score any marks and only a very small number scored the 2 marks that were available. For part (i), many students incorrectly translated 'gentile' as 'gentle' and very few knew 'vivace'. In part (ii), very few students recognised 'dare un bacio' and answers were often of a random nature, not relating to anything in the text.

Question 4

Here students were required to read an extract from a literary text, *La roba* by Giovanni Verga and select an answer from the four options available. The majority of students were able to score some points on this question, perhaps as a result of guesswork. The most challenging parts were parts (iv) and (v) as students had to interpret meaning. For part (iv), less successful students chose C or D instead of B and for part (v) some chose A instead of B.

Question 5

In this question students were required to read an article about protecting the environment and answer questions in English. More than half of students managed to score at least 1 point but few scored all 3 points. In part (a), many lost marks as they gave 'when we leave the house' instead of 'when we leave a room' as the answer. Part (b) was the part in which students were most successful although some lost marks through poor expression in English, e.g. some wrote statements such as 'close it' and simply 'when brushing teeth'. Although these students had clearly understood the idea, their answers were not specific enough to be awarded the point. In part (c),

many students failed to score points as they gave answers based on existing knowledge / common sense as opposed to referring to what it said in the text, e.g. some wrote answers such as 'it pollutes the environment' or 'it is often crowded' instead of 'it is (more) uncomfortable/inconvenient (than travelling by car)'.

Question 6
In the question students were required to read an extract from a literary text, *Trent'anni e una chiacchierata con papà* by Tiziano Ferro and answer questions in English. This proved very challenging for many students. Two thirds of students scored only 1 point and only a very small number scored all 4 points. In part (a), very few knew the adjective 'perso' and answers tended to be random in nature. Some even gave 'inspired' as their answer even though the question asked 'apart from feeling inspired, how else did Tiziano feel on april 23rd?'. Again, students are reminded of the importance of reading the question carefully before answering. Part (b) also proved challenging with many random answers. Most students did score the point in part (c) as they were able to recognise 'una Pasqua piena di famiglia' whereas part (d) was more challenging. More than half answered that he finished the song quickly as he was with family or because he wanted to eat chocolate and they did not focus on the correct part of the text for this answer ('e io ho deciso di non cambiare nulla, mi sembrava perfetta così.') There were many blank spaces left by students in response to this question. While students may not know a response, they are advised to at least have an educated guess based on the context of the question, as leaving a blank space will never be given any credit.

Question 7
In this question students were required to read a text about an international music event and then select words from a box to complete sentences related to the text in italian.
Many students found this question very challenging, with more than half only picking up 1 or 2 points. Almost 10% scored 0 points. There seemed to be a lot of guesswork, perhaps due to the students not understanding the text or the vocabulary items.

Part (a) was the most accessible with most students selecting the correct answer, 'giorni'.

In part (b) many chose 'internazionali' instead of 'famosi'. In part (c), many students failed to recognise the need to use the infinitive after 'non si deve' and chose random words from the box instead of the correct answer, 'pagare'. For part (d), many chose 'internazionali' or 'famosi' instead of 'giovani' and this answer was not overly challenging as the responses were in chronological order. In part (e), many chose 'residenza', drawing on 'abitare in Ticino' while the correct answer was 'nazionalità' from 'non è necessario essere svizzeri'.

Question 8

This question was a multiple choice exercise that required students to read an article about a school trip and choose an answer from the four options available. Here students generally scored 3 or 4 points, some perhaps as a result of guess work but some as a result of being able to recognise lexical items that appeared in the text. Most scored the points in parts (i), (ii) and (iii), although some mistakenly chose D as the answer in part (iii), incorrectly drawing on 'l'isola d'Elba' in the text. Most students answered part (iv) correctly, as they were able to recognise 'gelato' in the text and question.

Question 9

This question required students to read information about 4 different apps and then choose the correct app to complete the sentences related to the text. Here, about half of students scored at least 3 points as they were able to identify key vocabulary items from the text and the questions. Part (c) rather surprisingly proved to be the most challenging with a significant number of students unable to relate 'gol' from the text to 'calcio' in the question and many chose another answer at random instead.

Question 10

Here, students were required to translate a passage of Italian into English, on the topic of jobs.

This question worked very well and the whole range of marks were equally represented. The majority of students scored 4 or more points. Students tried hard to make sense of the passage and there were many successful attempts. The vast majority of students were able to translate the meaning of the first two sentences correctly. Some struggled with the verb 'guadagno' in the third sentence. Most students translated the fourth sentence at least partially successfully. Many missed the comparative but were able to translate 'ecologico'. The last sentence was the most challenging as this required students to deal with verbs in the *passato prossimo.* While some students managed to convey at least some of the idea, many struggled to render the meaning and used incorrect time frames or made up random sentences that were not connected to the text.

<u>Paper Summary</u>

Based on their performance in this paper, students are offered the following advice:
- Students should read all questions carefully, paying particular attention to the question words.
- Students must remember that, in the multiple-choice questions, most alternative incorrect options will contain an element of distraction, such as a word or phrase students will have read. Learning to look for these can be a helpful skill.
- Students must ensure that their translation reads naturally in English. It is often not possible to translate word-for-word from the original Italian text.There will probably be unknown words, or even whole sentences, in the translation. Students should translate the words they do know and then make a sensible guess at the unknowns from the context.
- Students need to proof-read what they write and run a 'sense-check'.
- Students must answer all questions and not leave blank spaces. An educated guess may get some credit but a blank space will not.
- Students must remember to be careful with handwriting and to present their work neatly.