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Examiners' Report
Principal Examiner Feedback

Summer 2019

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

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Introduction

GCSE Italian paper 1IN0 3H is assessed by means of a sixty 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 nine questions on the paper Higher Tier were posed in English.

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

interpreting meaning. The literary texts and questions with rubrics in Italian proved accessible to those achieving higher scores on the paper.

Question 1

In this question students were required to read an article about protecting the environment and answer questions in English. Nearly all students managed to score two points and more than half scored all 3 points. In part (a), some 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), some 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 2

In this 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 challenging for some students, although 67% scored at least 3 out of 4. In part (a), most students knew the adjective 'perso'. Some did, however, give 'inspired' as their answer even though the question asked 'apart from feeling inspired, how else did Tiziano feel on April 23rd?'. Students are reminded of the importance of reading the question carefully before answering. Part (b) proved the most 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 for a few students who 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.')

Question 3

In this question students were required to read a blog about the volunteering experiences of three people. The vast majority of students were able to score at least 3 of the 5 points here. Part (a) was answered correctly by almost all students but part (b) was more challenging as many students did not know the word 'competenze'. Part (c) was answered correctly by the vast majority of students. In part (d), while most students arrived at the correct answer, some gave answers that were not specific enough or gave answers such as 'because it is easier to speak to people in their country', which was not correct. Part (e) relied on students knowing the adjective 'forte' and the vast majority of students answered this part successfully.

Question 4

Here students were required to read an extract from a literary text, *Il giornalino di Gian Burrasca* by Vamba and select an answer from the four options available. The majority of students were able to score at least 4 points on this question. The most challenging part was part (v) as students had to interpret meaning. For part (v), less successful students chose C or D instead of A.

Question 5

In this question, students were required to read a passage outlining the views of 4 people on television. They then had to complete 4 statements with the correct names from the list of 4 as well as answer two questions in English on the text. Most students were able to successfully identify the correct names and nearly all scored at least 4 of the 6 available points. In part (e), while most students correctly answered that TV can prevent young people from getting good marks, some lost credit as their answers were too generic, e.g. 'they don't do well at school' and 'they do worse'. Answers here need to be specific. In part (f), again most students answered correctly while some did not provide answers that were specific enough for the point, writing things like 'they do not spend as much time together' when the text does not explicitly state this.

Question 6

Here students were required to read a passage about holiday habits of the Italians. They then had to choose three correct statements from a choice of 7 and then answer 2 questions about the text in English. In part (i), 38% of students were able to correctly identify the three correct statements, although some did choose D instead of E, drawing (incorrectly) on 'mesi invernali' in the text. 79% of students scored at least 2 of the 3 marks in this part. In part (ii), most students correctly wrote 'the economic crisis' although some lost credit as answers were not specific enough, e.g. 'the economy' or 'economics'. Part (iii) was answered correctly by the vast majority of students, perhaps as they had a choice from 'belle spiagge' and 'attrezzati e confortevoli alberghi', both of which contain high frequency nouns. Some students here left parts (ii) and (iii) blank and students are reminded of the importance of attempting all questions as credit can never be given for a blank space. They should also check that they have not missed out any questions by accident.

Question 7

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 at least 4 points, as a result of being able to recognise lexical items and verb tenses that appeared in the text. Almost all scored the points in parts (ii) and (iii), although some mistakenly chose D as the answer in part (i), with 21% failing to score on this part. Almost all students answered part (iv) correctly, as they were able to recognise 'gelato' in the text and question. Similarly, most recognised 'con molto piacere' and were able to link it correctly to 'contenti' in the question and almost all were awarded the point for part (v).

Question 8

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 most students scored at least 4 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 9

This question required students to read a passage in Italian on the theme of school and answer questions in Italian, which the majority of students did very successfully, showing good understanding both of the text and the questions. 79% of students scored at least 3 points from the 5 available. Almost all students answered part (a) correctly, although a few answered 'il liceo clasico' for this and this was incorrect. Part (b) was also answered correctly by most students. In part (c), some students lost the mark as their answer was not specific enough. They simply wrote 'il liceo classico è ancora valido' but that did not answer the question fully as the purpose was to 'far vedere che il liceo classico è ancora valido'. Parts (d) and (e) were answered correctly by the majority of students. In this question, there were a number of blank spaces or completely blank responses and students are again advised to attempt all questions in order to be able to access the full range of marks.

Question 10

This question required students to translate a passage about the Italian *piazza* into English. This was well attempted by the majority of students, with varying degrees of success. A significant number of students did not know the word 'piazza' and mistranslated this as 'town hall', 'building' and 'place'. The verb 'ritrovarsi' caused problems for some although most did communicate the idea that Italians meet up to chat and have a coffee. In the third sentence, 'è sempre stata' caused problems for some students who translated this using the present tense and 'per ragioni culturali e sociali' was rendered by some in a rather clumsy manner that did not communicate the message fully, e.g. 'for culture and socialising'. The final sentence was generally communicated accurately by most students although there were some inaccurate translations of 'antica Grecia'. While these were not quite right, e.g. 'the old Greece' and 'antique Greece' they did generally communicate the message. 'Era il cuore della città' was correctly rendered by most although there was some confusion, with a significant number of

students translating this as 'where the heart of the city was' and hence, the meaning was not fully translated. It was encouraging to see that practically all of the cohort attempted the translation in its entirety with very few blank responses. 59% of students scored 5 or more points and 76% scored 4 or more from the 7 points available.

Paper Summary

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. They should also check that they have not missed out any questions by accident.
- Students must remember to be careful with handwriting and to present their work neatly.