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Examiners' Report  
Principal Examiner Feedback

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Pearson Edexcel GCSE  
In Italian (1IN0)  
Paper 4H: Writing in Italian

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For this paper each question is set in a context drawn from the themes and topics. The assessment tasks feature general content that is familiar and accessible to all students. Students are required to produce responses of varying lengths and types to express facts, ideas and opinions in Italian. The length of each response required and complexity of language increases across the paper. Recommended word counts are specified for each question. Students will not be penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullet points. All questions are marked against the assessment criteria as published in the current specification. The instructions to students are all in Italian. The use of dictionaries is not permitted.

The assessment time for paper 4H is 1 hour and 20 minutes in length and it carries 60 marks. The paper consists of two questions and one translation from English into Italian. Students must answer all questions.

Question 1 has two options, from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest and convince the reader about a certain point. Students should use the informal register. This question is common to the Foundation tier (which in this exam session was entered only by 2 candidates).

Question 2 has two options, from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions and interest or convince the reader. Students must use the formal register.

Question 3 is the translation question. Students are required to translate a short paragraph from English into Italian. The individual sentences are ordered by increasing level of difficulty.

The level of response was generally very good, and candidates seemed to have covered the topic areas well. There appeared to be a very high proportion of native/near-native speakers in this session, perhaps as they had not been taught formally and had therefore not been able to get teacher assessment.

Question 1 (a)

Q1(a) required students to write to a friend about their family. They had to address the four bullet points and produce between 80-90 words in Italian. The question had to be answered using past, present and future time frames.

This question was the most popular choice for question 1 by a significant margin. Candidates generally answered all points very well. There were many lengthy descriptions of family and language was of a good standard. A significant number of

candidates did, however, use *essere* instead of *avere* when describing age. Most candidates successfully discussed what they did with their family recently although some struggled with the formation of the *passato prossimo* at times, e.g. writing *ho andato* instead of *sono andato/a*. Most candidates also provided good responses on the importance of family, talking about how family members support and help each other.

Again, the majority of candidates were able to express what they would like to do with their family in the future, most of them talking about going on holiday together.

#### Question 1 (b)

Q1(b) required candidates to write an informal email about their environmental efforts. They had to address the four bullet points and produce between 80-90 words in Italian.

This question was chosen by very few candidates, perhaps as it is not such a well-rehearsed topic as the family. Those who opted for it were clearly keen on helping the environment and responses were generally of very high standards as long as all bullet points were addressed, which was not always the case.

Most candidates wrote about recycling, saving water or electricity, walking more or cleaning campaigns. Virtually all were able to express ideas and opinions successfully.

#### Question 2 (a)

Q2(a) required students to write an article a sporting event. They had to address the four bullet points and justify their ideas and opinions. They had to produce between 130-150 words in Italian.

This question was not as popular as Q2(b) but it still elicited a significant number of responses. Most candidates were able to cope with the demands of this question and all bullet points were generally answered well. However, some candidates did not refer to an event in the past, as required by the rubric of the question and instead they talked about an event or even sport in general. While not completely irrelevant, these candidates did not meet the exact requirements of the bullet point and lost marks accordingly. Most were able to give their opinion about the event in question although some did not go beyond the minimum, writing statements such as *questo evento era divertente*. In discussing the importance of sporting events, many candidates felt that these events unite people and allow people to experience live sport. Candidates were mostly able to explain how they would improve sporting events, such as lowering the entrance fee or making the event more accessible to different groups of people.

## Question 2 (b)

Q2(b) required students to write about a school trip. They had to address the four bullet points and justify their ideas and opinions. They had to produce between 130-150 words in Italian.

This was the most popular choice for Q2(b) and it was generally well-answered by candidates. Candidates were asked to give details of a school trip to Italy but some candidates did not read the question carefully and talked about a trip to a different country. Candidates are reminded of the importance of reading the question carefully. While most did give details of a trip in the past, some talked about school trips in general and did not directly address the bullet point. There were many good descriptions of trips to cities such as Venice and Florence and past tense formation was generally secure. Candidates were able to express their opinion about the trip but as in q2(a), some gave a very short opinion and did not develop the point. In terms of the importance of school trips, candidates mentioned the importance of learning outside the classroom and the chance to experience a different culture. In terms of future plans, candidates mentioned visiting a different country or going to a different city in Italy. While all points were generally well answered, some candidates wrote an account about holidays and while not completely irrelevant this is not what the question asked them to do. A few candidates also described the trip to such an extent that some seemed to miss/forget about other bullet points and while the language was often excellent, they did not complete the task. Candidates are reminded about the importance of addressing all of the bullet points in the task.

## Question 3

Q3 required students to translate a short passage from English into Italian.

The standard of translation into Italian was generally high in this question. Some candidates did struggle with prepositions, e.g. *in Puglia* and some had inaccuracies in spelling, in basic words such as *quattro* and *vacanza*. A few candidates wrote *sono quattordici anni* instead of *ho*. Some also wrote *ho tornato* instead of *sono tornata*. While these mistakes did appear occasionally, most candidates produced accurate responses in terms of verb conjugation, vocabulary and word order and errors did not usually affect the clarity of communication. A few candidates left blanks where they did not know a word or phrase and they would be strongly advised to attempt all of the passage as blank spaces do not result in marks.

Based on their performance on this paper, candidates are offered the following advice:

- Read every question on the exam paper before you begin to write your answers.
- Look very carefully at the whole question, including the rubric, to make sure that you fully understand what you are being asked to do.
- Answer each of the bullet points in order.
- Write a separate paragraph for each bullet point, as this will help you check that you have covered all of them in detail
- Leave enough time to check your work carefully at the end of the exam.
- Try and use a variety of grammatical structures and vocabulary to avoid repetition.
- Write your answers on the correct pages of the answer booklet. If you find that you have written, for example, part of Q2(b) on the page for Q2(a), then please write a brief note so that the examiner (who only sees one question at a time) is aware of this and can take the necessary action.
- In Q3, try and translate every word, including what might appear minor words.
- Ensure that your handwriting is as neat as possible.