Examiners' Report
Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE
In Italian (1IN0)
Paper 4F

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1IN04F REPORT 2022
ITALIAN GCSE PAPER 4F

For this paper questions are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The five themes are: Identity and culture, Local area, Holiday and travel, School, future aspirations, study and work and International and global dimension. The assessment tasks feature general content that is familiar and accessible to all candidates.

This year, in the context of the coronavirus (Covid-19) pandemic which has disrupted the education of students sitting exams in summer 2022, Pearson Edexcel provided advance information on the focus of the content of summer 2022 Italian GCSE Writing exam in order to support students' revision and enable teachers to adapt their teaching if necessary, in the time before the examination. For this year only, the fifth theme (International and global dimension) was removed from the Writing exam.

Candidates 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. Candidates will not be penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullet points although a piece that is too short will be self penalising.

All questions are marked against the assessment criteria as published in the current specification. The instructions to students are all in Italian but this year question titles were in English as an extra help for candidates following disruptions to learning due to the coronavirus (Covid-19) pandemic. The use of dictionaries is not permitted.

The examination for paper Q4(F) is 1 hour and 10 minutes in length and it carries 60 marks. The paper consists of three open response questions and one translation from English into Italian. Candidates are required to answer all questions.
Q1 assesses candidates on their ability to write to describe and to express opinions.
Q2 assesses candidates on their ability to note down key points and convey information. Candidates must use the formal register. This year, in view o disruptions to learning caused by Covid-19, candidates were given two options from which to choose one.
Q3 has two options from which candidates have to select one. This question assesses candidates on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Candidates must use the informal register. This question is common to the Higher tier.
Q4 is the translation question. Candidates are required to translate five sentences from English to Italian. The sentences are ordered by increasing level of difficulty.

There were some instances of candidates who performed extremely well at Foundation level and should hve been entered at the Higher tier.

Question 1

Q1 required candidates to describe the photograph and to give an opinion about technology. Candidates were asked to write 20-30 words in Italian. The question could be answered using exclusively a present time frame, but candidates were not penalised for using other tenses.

Most candidates were able to describe the photo to some extent although many struggled with verb conjugation. The majority were able to describe the people in the photo (who/where they were, their physical appearance, their clothes) and to say what they were doing (using their mobile phones and computers, reading). Most also gave the required opinion about technology although some seemed to miss this and lost marks as a result. Others gave longer opinion about technology but did not describe the photo at all, also losing marks.

Question 2(a)

This year candidates were given two options for this question.

Q2(a) required candidates to write a formal letter to the manager of a hotel in Rome to book a room for their stay. This question was slightly less popular than Q2(b). Candidates had to include in their response the information given in the four bullet points. The bullet points appear in the formal register and candidates are expected to respond in the same register. They had to write 40-50 words in Italian.

This proved quite challenging for many candidates, perhaps because of the use of the formal register in the question. As a result, some wrote responses about someone else (being confused by the *Lei* form of address) and not about themselves.

Many candidates were able to communicate information about the type of room they wanted and when they were due to arrive in Rome. However, many struggled to understand the third bullet point (*quanto tempo resta in Italia*) and either omitted it or wrote irrelevant information confusing it with the weather in Italy. The final bullet point was not so challenging, despite being designed to elicit a future time reference, and many were able to somehow express what they wanted to do in Rome.

In terms of language, there was a lot of inaccuracy, especially with verb conjugation and tenses, as well as basic spelling of nouns at times. This year there were also a higher number of candidates who struggled to convey meaning as the overall quality of language was so limited that communication often broke down. There were also a few blank responses or responses in which candidates only attempted one or two bullet point and they must attempt them all in order to access the full range of available marks. The lower standards were possibly due to disruptions to learning over the past two years.

There were, however, some good responses where all bullet points were attempted and were well linked. These candidates used tenses appropriately and even attempted complexity and development of individual points of view.

Question 2(b)

Q2(a) required candidates to write a formal email to enquire about a language course in Rome. This question was more popular than Q2(b). Candidates had to include in their response the information given in the four bullet points. The bullet points appear in the formal register and candidates are expected to respond in the same register. They had to write 40-50 words in Italian.

This proved again quite challenging for many candidates. As a result, some wrote responses about someone else (being confused by the *Lei* form of address) and not about themselves. Many candidates were able to communicate personal information about themselves (name, age, where they live, some even providing a physical description or details about their family) but many misunderstood the second bullet point (*quando vuole andare in Italia*) and again either omitted it or wrote irrelevant information about why they were coming to Italy rather than when. Most were able to somehow explain why they wanted to study Italian and also what job they want to do in future.

As for Q2(a) responses varied greatly, with some candidates succeding in conveying relevant information using mostly accurate language and others failing to achieve much in the way of meaningful communication as errors and lack of vocabulary prevented meaning being conveyed.

Question 3 (a)

Candidates were given four bullet points within the context of writing to a friend about their town; they had to write 80-90 words of Italian. The question had to be answered using past, present and future time frames. At Foundation level this question was less popular than Q3(b), however this was generally the better of the two options on question 3 as stronger candidates seemed to choose this question. Candidates were generally able to somehow describe their town, often at a simplistic level by naming facilities in their area. The second bullet point required them to use the past tense to say what they had done recently in town and this proved quite challenging for some Foundation candidates who did not have a good grasp of the past tense. This bullet point was often addressed very briefly and ambiguously at Foundation level. Most were then able to express why their town was interesting to visit, often naming the activities that were available there. Some of these activities were mentioned again in the final bullet point to say what they wanted to do when their Italian friend came to visit. A few didn't read the introduction properly and mentioned what they would like to do with Luigi in Italy but this kind of response was not penalised.

The candidates who chose this question were better able to deal with the requirement of the question compared to those who chose Q3(b).

Question 3 (b)

Q3(b) required candidates to write an informal email about their school. They had to address the four bullet points and produce between 80-90 words in Italian. At Foundation level this question was much more popular than Q3(b), possibly because this is a well rehearsed topic.

Many candidates were able to somehow describe their school and say what they had done recently at school, often with some ambiguity. Most candidates attempted to explain why studying is important, with various degrees of success. For the last bullet point most were able to say something about what they would like to do in future within the school/universtity context.

Unfortunately there were quite a few candidates who struggled to achieve meaningful communication in their responses due to their limited manipulation of language, more so in Q2(b) than in Q2(a). Some simply resorted to filling the page with words in Italian, sometimes not even related to the topic of school.

Question 4
Q4 addressed the topic of free time. Candidates had to translate five sentences from English to Italian.

The translation resulted in most candidates picking up some marks, although very few achieved full marks as basic errors often meant that the mark could not be awarded.

For part (a) most got the points but many could not complete the sentence in Italian as they did not know *città*.

In (b) most got the word *(molti) amici* correct but many left out the verb or used it incorrectly (generally *sono* rather than *ho*).

In (c) verb forms were often incorrect, *calcio* was sometimes not known and *parco* was often simple spelled as 'park'.

Part (d) was done quite well as most candidates were familiar with *mi piace, cinema, teatro* and even *noioso* although grammar structures were often inaccurate when attempting *mi piace* + infinitive.

The last part (e) was the most challenging as it required a past tense, albeit a very common one such as *sono andato/a,* which was at times simply omitted. Many confused Saturday with Sunday but most knew *ristorante* and *famiglia*.

However, all in all most candidates attempted each sentence and were rewarded in most cases with at least one mark for a partial translation.

The mark scheme is quite generous as full marks are awarded in the first three sentences as long as meaning is conveyed, despite errors.

Paper Summary
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
- look for key words in the bullet points as these will help you to answer each of the bullet points correctly
- answer each of the bullet points in order using a new paragraph for each one
- in Q1 write both a description of the photo and an opinion (there is no need to use tenses other than the present)
- in Q1, Q2 and Q3 address all four of the bullet points

- remember that Q2 uses a formal register, so the instructions will say *Lei* rather than *tu*; however, it requires only present and future time frames in the response
- in Q3 try and vary the language you use, and avoid repetition
- in Q4 try and translate all the words, as you will get credit even for partially correct answers
- leave enough time to check your work carefully at the end of the exam
- ensure that your handwriting is as neat as possible. This year there were many instances of responses that were virtually illegible.