Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCE
In Italian (9IN0)
Paper 01 Listening, Reading and Translation

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Introduction

This was the first examination of 9IN0_01. The aim of this paper is to test candidates' comprehension of spoken and written Italian on the topic areas that they have studied over the two years of their A Level course. In addition, they are required to translate a passage of written Italian into English. In total, the assessment is out of 80 marks.

The new exam features texts taken from on-line sources, historical texts (over 10 years old) and literary texts. There are 1st person and 3rd person accounts, texts involving a single writer or speaker, texts involving more than one person, and texts of both fact and fiction.

Paper 9IN0_01 comprises three distinct sections: section A is listening, section B is reading and section C is translating from Italian into English. In both Section A and B, there are multiple-choice questions and open response questions to be answered in Italian. The translation in section C is the only question where English is required. Texts are drawn from the 12 sub-themes from the specification. In the 10 questions on the paper, most of the sub-themes will be covered.

Section A assesses candidates' listening skills. Candidates listen to four extracts which last around 7-8 minutes and are recorded on a CD (or are available for centres download as an mp3 file). Tasks involve a multiple-choice test, answering questions in the target language on a variety of extracts of varied length, and summarising in Italian the main points of a passage. The total mark of this section is out of 30.

Section B is also out of 30 marks and assesses candidates' reading skills. There are five authentic texts in Italian with various degrees of difficulty. One of them is a literary text. Task types include a multiple-choice task, choosing four correct statements out of nine and answering questions in the target language.

Section C is out of 20 marks and comprises a translation from Italian into English.

Summary skills are new to this specification; in Q4(b)(i) and (ii), candidates are expected to summarise the main ideas offered by two different speakers. Summaries should be short, focused on the three bullet points given and clearly signposted. Candidates should answer concisely in the spaces provided on the question paper.

Candidates should aim to give a short, direct answer to each question. They should avoid trying to transcribe the audio passages or "lifting" material directly from the reading passages; they should manipulate the language or use their own words in order to answer the question.

There are no marks for accuracy on this paper as it is not testing grammatical accuracy, so the rule is that where the correct information is conveyed in a manner that is understandable (even if it is not accurate), the mark can be given. However, if an answer loses its sense because of grammatical inaccuracy or because the misspelling of a word has caused it to make the answer ambiguous (for example, if the word becomes another word with a different meaning in Italian or in another language), the mark will not be awarded.

In the translation question, candidates should aim to produce a piece which conveys a clear message to an English reader.

In this paper, successful candidates:
- gave concise and accurate answers.
- showed the ability to manipulate the language.
- avoided lifting whole sentences or phrases from the text or audio-script.
- summarised the three main points succinctly in the summary question.
- translated the passage in Q10 into coherent and well-written English.

However, less successful candidates:
- gave long, over-complicated answers.
- produced inaccurate, sometimes non-existent, verb forms.
- produced a version of the translation which was unclear in English.

Question 1
Q1 was an interview about women and work. Students had to listen to the extract and then select the correct ending for four sentence starters. Each sentence had a choice of four possible endings. This question was generally well-answered.

Question 2
Question 2 was an interview with the journalist Eugenio Scalfari about his work experiences during Fascism. The majority of candidates scored highly on this question. Most were able to give the name of the magazine, *Roma Fascista*, in part (a). Most also got the details required for 2 points on parts (b) and (c) but in (c) some lost marks as they got confused with the structures and it was unclear who has been expelled from the party. Some candidates also lost marks by writing '*partita*' instead of '*partito*'.

Question 3
Question 3 was an interview with the head of personnel at Benetton.
This question appeared to be relatively accessible to a wide range of candidates and many answered it well. In (a) and (c) some candidates lost marks by mentioning the need to '*informarsi*' rather than '*formarsi*'. Parts (c) and (f) proved the most challenging. In (c) some candidates failed to mention both the desire of workers and the need for companies to provide training and hence some lost a mark for this. In (f), many candidates lifted the answer by writing '*possono imparare*

a respirare l'aria di un'azienda' without communicating clearly its meaning and thus missed the point but the vast majority did get the importance of punctuality. Once again, candidates who attempted to "lift" from the transcript were unsuccessful whereas those who answered succinctly using their own words were awarded the marks.

Question 4
Question 4 is a question which is divided into two parts, each testing different skills. Q4(a) requires candidates to answer open-response questions on the first part of the audio tape and, Q4(b) requires them to show the ability to summarise what is heard on the extract. There are two speakers offering different information; each part of question (i) and (ii), offers the candidate guidance on the information sought, in the form of bullet points. The two parts of the extract are based on the same topic but Q4(b) considers a different aspect from that in Q4(a). Examiners were very pleased to note that students handled the summary well, even though this was the first time this question type had been used.
The subject of Question 4 was the proposed *Ponte sullo Stretto di Messina*.
The vast majority of candidates got full marks in part (a) and were good at recognising numbers, although in (iv) a few mistakenly identified 2011 (the year of the bridge's ratification) as the correct answer, instead of 1992, the initial plan for the bridge, as required by the question.
Part (b) was also done well, although many candidates missed points by not being specific enough, especially when referring to the greater opportunities for work in (i) (i.e. 4,000-5,000 people will be employed). In (ii) many candidates grasped the disadvantages of the construction of the bridge and explained clearly that this may affect other public services, such as schools and hospitals. Many indeed mentioned that the project would encourage organised crime. Some candidates struggled to convey the full details of the area being subject to earthquakes.

Question 5
Question 5 was the first of the reading texts and was a text about the *Sagra del Pesce* taking place in Camogli. This question is the same style as Q1, where endings have to be selected for four sentence starters. This question proved to be accessible to almost all students, with most candidates scoring full marks.

Question 6
Question 6 was the literary question based on an extract from the book *Il tempo che vorrei* by Fabio Volo. This is a reading comprehension question presented in a non-verbal form. Four correct statements out of nine had to be identified. There were no obvious difficulties in this question and most candidates scored at least 3 out of 4.

Question 7

Question 7 was an open response question about homework.

This proved to be the most challenging question for many candidates in the reading section. In (a) most got the idea that studying more has not led to better results but some candidates simply lifted chunks from the text and did not answer the question. There were many instances of answers such as '*Non hanno troppi risultati*' which made no sense unless accompanied by the fact of "despite all the hard work". In fact, there was also some lifting in other parts that did not fulfil the requirement of the question. (b), (c) and (d) were generally well-answered. (e) was more demanding for many candidates, who stated that the purpose of studying at home was '*consolidare quel che è stato imparato in classe*' rather than the correct answer of '*imparare a gestire gli impegni*'. In (f), although some got the idea that students could spend time with the family in the summer, many stated that they could '*recuperare sul programma scolastico*', which was incorrect.

Question 8

Question 8 was a longer reading text about a family of Nigerian immigrants. Most candidates were able to score high marks. Some candidates lost marks from lifting chunks from the text without any manipulation, especially in part (d). In (e) some candidates did not include the detail that the boat was overloaded with refugees, thus failing to explain why the journey was dangerous. Some were also not specific enough in their response to part (f) where they failed to include '*per strada*'.

Question 9

This question about the history of Italian newspapers proved to be quite challenging. Answers were often insufficiently detailed or lifted from the text with no manipulation, thus losing marks.

Candidates generally scored well in (a) and (b) although in (a) a few candidates cited specific years regarding the first appearances of Italian newspapers rather than the period as requested, "*i primi anni dell'Unità d'Italia*". The elements that caused the most issues were parts (c) and (e) as many simply lifted answers from the text with no attempt to use a verb to form a full sentence, which did not constitute an answer to the question, and lost points as a result. Both questions could have been answered with some simple manipulation by adding a verb, i.e. "*c'è stato un ampliamento dei quotidiani*". The best answers were able to use passive constructions to manipulate the text (such as "*i quotidiani sono stati ampliati*"). Part (d) was generally answered well but some resorted to lifting with no manipulation ("*sottoposti al controllo del regime*", which failed to answer the question if not preceded by "*sono stati/vennero*") and some stated that *la fascistizzazione* was about "*l'avvento al potere di Mussolini*", which was incorrect. In (e) failure again to manipulate the text by adding a verb or at least a preposition (*per/ a causa di*) (e.g., "*il costo eccessivo dei giornali*" rather than "*il costo dei giornali è eccessivo*"/ "*i giornali costano troppo*") resulted in a loss of marks.

Although full sentences are not always required, at times there needs to be a verb in order to answer the question properly.

Question 10

Question 10 consists of a translation from Italian into English. It is marked in 20 separate sections and examiners were looking for comprehensible English that conveyed all the information. As with the Italian responses to the comprehension questions in the rest of the paper, accuracy in grammar and spelling is less important than clear communication.

This year the translation, which was based on a passage about studying Italian in Malta, was generally very well done by most candidates who understood the meaning of the passage and managed to render the meaning into comprehensible English. There were some odd choices of vocabulary, however, as well as some poorly constructed sentences in English.

Some confused 'until' with 'since' when referring to "*fino al 1934*" and some also translated *'attualmente'* as 'actually' and this was incorrect. "*Compreso*" was also often incorrectly translated as "spoken" or as "comprised", which did not make sense. The sentence '*soprattutto tra i giovani non si è mai estinto l'uso della lingua italiana'* proved hard for many to phrase although most did manage to convey the meaning. Other items that some candidates struggled to translate correctly were *'l'adesione del Paese...'* and *'i rapporti commerciali',* incorrectly translated as "rapports". Proper names such as '*Mediterraneo*' at times were not translated into English, resulting in a loss of marks. There were some issues also with vocabulary items related to Malta, such as "*i maltesi*", "*Repubblica maltese*", which were rendered in a variety of misspellings or "creative" language ("Maltians", "Maltesers"!), most of which were however accepted.

Paper Summary

Overall, examiners were pleased with the performance of students on this paper. It was a challenging paper, not just because of the complexity of the language and grammar used throughout, but also because this was the first sitting of the new A Level examination and there are features of this examination that are different from the previous specification. It was clear, though, that teachers had prepared their students effectively for the demands of the paper.

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

For comprehension questions:
- read all questions carefully, paying particular attention to question words and key words in order to ensure comprehension.
- check how many marks are available for each question and ensure they give the corresponding number of details.
- answer the questions in your own words or by manipulating the language of the text. Lifting large chunks of the text should be avoided.
- remember the importance of accuracy to allow your answer to communicate successfully.

For the summary Q4(b):
- look for concise ways to sum up each point and signpost your three points clearly.
- do not write too much, just select the most important information.

For the translation Q(10):
- consider the text as a whole and not just as short segments
- bear in mind that it is often not possible to translate word for word from the original Italian text.
- look out for small details like "very" and "quite".
- aim to produce a piece which conveys a clear message to an English reader.
- read back your translation passage when you have finished the exercise.

Finally candidates should ensure that their handwriting is readable. When using extra paper they should clearly indicate if an answer is continued elsewhere.