



Pearson

Examiner's Report Principal Examiner Feedback

Summer 2018

Pearson Edexcel GCE
In Italian (8IN0) Paper 01

edexcel 

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2018

Publications Code 8IN0_01_1806_ER

All the material in this publication is copyright

© Pearson Education Ltd 2018

Section A: Listening

Candidates are required to listen to authentic, recorded target-language material covering different registers and types, including authentic communication involving one or more speakers. All spoken material is culturally relevant to Italy and Italian-speaking countries and/or communities, and is drawn from the two prescribed themes. Candidates are required to:

- understand main points, gist and detail from spoken material
- infer meaning from complex spoken material
- assimilate and use information from spoken sources, including material from online media
- summarise information from spoken sources, reporting key points and subject matter.

There are four questions in this section, made up of multiple-choice and open-response questions, including questions testing summary skills. All questions, with the exception of Q4(b), are set in Italian and must be answered in Italian. Q4(b) is set in English and must be answered in English.

In answer to questions 2, 3 and 4(a), full sentences are not required and candidates may respond using single words or phrases.

Summary Question 4(b) requires candidates to answer in English, but does not require full sentences either and candidates may respond using short phrases.

Candidates may use words from the listening passages but must not transcribe whole sections.

They are advised to spend about 45 minutes of the total examination time (1 hour and 45 minutes) on this section of the paper.

Assessment principles

Up to 24 marks are awarded positively for correct information retrieved and conveyed. The quality of language is not relevant unless it impedes communication.

Section B: Reading

The reading section is made up of texts containing both factual and abstract content and are authentic or adapted from authentic sources. The texts include contemporary, historical, literary, fiction and non-fiction, written for different purposes and audiences. In the second part of this paper candidates are required to read authentic texts in Italian and to respond to five questions based on the texts provided. Questions comprise both multiple-choice and open-response questions; all questions are set in Italian and must be answered in Italian.

Candidates are required to:

- understand main points, gist and detail from written material
- infer meaning from complex written material
- assimilate and use information from written sources, including material from online media.

Open-response questions do not have to be written in full sentences and candidates may respond using single words or phrases.

They may use words from the texts but must not copy whole sections.

They are advised to spend about 45 minutes of the total examination time on this section of the paper.

Assessment principles

Up to 28 marks are awarded positively for correct information retrieved and conveyed in response to target-language questions. The quality of language is not relevant unless it impedes communication.

Section C: Translation

In the third part of this paper, candidates are required to translate a short paragraph of approximately 80 words from Italian into English. The content of the translation is taken from one of the two prescribed themes.

They are advised to spend about 15 minutes of the total examination time on this section of the paper.

Assessment principles

Up to 12 marks are awarded for the correct translation of the unseen text. Incorrect spelling is tolerated as long as it does not cause ambiguity. For example, drought written as drowght could be acceptable but draught might lead to ambiguity. Translation is deemed successful if an English speaker would understand the translation without having to understand the text in its original language.

As this is the first paper in the series, it is not possible to compare it to its predecessors. The number of candidates was relatively small and there were very few candidates at the bottom end of the range. In the listening section, questions 2b, 3a and 4b discriminated well between low and high attainers.

SECTION A

Question 1 was a multiple-choice question on a governmental initiative for young people, *18app*, and was computer-marked.

It was well answered by the majority of candidates. Most candidates were able to choose at least three out of the four correct answers. Weaker candidates did not always understand that the initiative did not involve discounts at all, or recognise the correct figure or registration date.

Question 2 was about the problems created within families by the excessive absences of parents.

It was well answered by a large number of candidates. Most candidates were able to achieve at least one and often two or three out the four possible marks. 2(b) proved difficult for some candidates, who left out the important detail supplied by *eccessive*, and as such was a good discriminator. Some candidates confused consequence and reason, giving *ricevono poco affetto* as an answer.

In questions of this type, it is important to make sure that all relevant details are included: candidates should not go out of their way to answer in their own words. In a listening task, identifying the targeted information and transcribing it in a way which makes sense as an answer to the question is perfectly acceptable.

Question 3 was about young Italians looking for work in London and about the differences with their British counterparts.

It was a good discriminator and produced a good spread of marks. Most candidates managed to score at least two-three marks from this question, with candidates at the top end scoring six-seven out of the full eight marks. Similarly to 2b above, in their answer to 3a, many weaker candidates left out *più*, an essential detail as the speaker was comparing Italian and English young people; in 3b, *in Italia* was often left out and in 3c the more difficult *differenza di mentalità* was correctly identified but the detail *fra italiani e inglesi* was left out. What said above about including all details also applied to question 3.

Question 4 was an interview about the teaching of music in Italian schools. Some candidates clearly struggled with this kind of question, particularly in b, where a summary in English of the second speaker's views was required. However, most candidates achieved at least three out of the eight available marks. A few candidates failed to reply in the correct language and were unable to achieve any marks for 4b. The idea that music is 'linked' to Italian culture was frequently missed, and some candidates struggled with the translation of *sensibilizza*. When answering these questions, candidates should not risk losing marks because of redundant material. They should read the question carefully and select the targeted information, including relevant details.

SECTION B

Question 5 was a multiple-choice question and was computer marked. It was based on a short text about the *gondola*.

Most candidates were able to score at least 3 out of the 5 marks available. The wrong answers did not follow any identifiable trend.

Question 6 was based on a passage about a festival taking place in Ascona. Candidates had to select four correct statements out of the ten given. The task involved straightforward comprehension and even the weakest candidates managed to score at least three marks. B was selected as the most frequent, incorrect answer: the candidates did not understand *svizzere*.

Question 7 was based on an article about music online. The task requires comprehension skills to identify the correct piece of information and the ability to manipulate the language in order to provide coherent answers. In questions of this kind, it is important to read the questions carefully, as they are formulated to avoid the lifting of chunks of text, which would not accrue any marks, and to reply in a straightforward way. In most cases, minimal manipulation is required to achieve the marks, as can be gleaned from the Mark Scheme. Most candidates scored at least two marks on this question, with candidates at the top end showing very good comprehension and manipulation skills and scoring at least three out of the four marks available. 7a was well answered by most candidates. Understandably, out of the four possible answers, very few candidates picked the answer focussing on the distribution method. 7b was a good discriminator at the top end, with correct answer showing good manipulation of the text: *farla arrivare nel modo più innovativo* and many weaker candidates simply copying the text: *ce la fa arrivare nel modo più innovativo*. In answers to 7c, the majority of candidates replied giving one the expected answers. One element was often missed from *è/viene usato per promuovere e distribuire la musica*. There were also some answers lifted verbatim from the text, starting with *ma da qualche tempo* and they could not be credited. 7d was well answered by the many candidates. Some marks were lost here because of lifting, but most managed to adapt the verb form and then add the correct

information about being able to listen to the tracks before they came out officially. For a successful response to question 7, it is essential to be able to reword the text.

Question 8 was based on an authentic short story by author Laila Wadia, *Curry di pollo*. Candidates were required to provide short answers in the target language to five questions, for a possible eight marks. The general comments made above about question 7 also apply to question 8. Most marks were lost by the candidates' inability to manipulate the text. In some cases, the answers to c were given as answers to b: if no answers were given to b, these were accepted. However, even candidates at the lower end managed to achieve at least one or two marks in this question.

Question 9 was based on an article about the launch of a new online magazine. Candidates were required to provide short answers in the target language to five questions, for a possible eight marks. The general comments made above about question 7 above also apply to question 9. Most marks were lost by the candidates' inability to manipulate the text, particularly in 9a. In answers to 9b, *nuova* was often missed out.

SECTION C

In **Question 10**, candidates were required to translate a short text about the world of work into English. Up to 12 marks were awarded for the correct translation 12 chunks of the unseen text. Incorrect spelling was tolerated as long as it did not lead to ambiguity. Translation was deemed successful if an English speaker would understand the translation without having to understand the text in its original language. Most candidates did well in this exercise, scoring at least four marks. Candidates at the top end scored around eight-nine marks. *Sempre più* was often incorrectly rendered as always more; *titolo di studi* and *laurea* also caused problems, as did *stranieri* and *trovano*, often incorrectly rendered as 'immigrants' and 'look/looking for'.

Paper Summary

Advice and Guidance

For the Listening Section, candidates are reminded of the importance of reading the questions carefully before they start and of listening to the whole extract once before trying to answer the questions, so as to have a general understanding of the recording. For Listening and Reading questions alike, it is very important to use the targeted information in answer to the actual question. There is more than comprehension needed in order to answer these questions successfully. Candidates should be trained to work out meanings from the context, to read rubrics and questions carefully and to practise different exercise types. All candidates require a good deal of classroom practice in re-phrasing and manipulating the language of the original text, as material lifted verbatim from the text cannot be credited in the reading section. Training in time-management and reading techniques such as skimming and scanning should also form an integral part of exam preparation.

As translation into English is now examined, students should also be encouraged to practise this in class and to be aware of the differences between literal and equivalent translation, particularly where items of lexis are false friends or are culturally bound.

Finally, candidates are reminded that tidy presentation is essential.

