Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCE
In Italian (8IN0) Paper 01
Listening, Reading and Translation

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Introduction

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 lead to 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 understood 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 affected by the large number of native speakers who, however, faired worse when they had to answer in English or translate into English. However, 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 about an ancient traditional competition, the *Palio di Siena,* 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 each *Contrada* has its own flag, which people hang from windows along the streets, or recognise the correct figure for the number of *Contrade*.

Question 2 was about the importance of nurseries in children's education.

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. In 2(b), the spelling of *ansia* proved challenging for some candidates. Any spelling which did not lead to misunderstanding was accepted. 2(c) proved difficult for some candidates, who left out the important detail supplied by *la mancanza,* and as such was a good discriminator.

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 the recent liberalisation of the music market in Italy.

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 2(c) above, in their answers to 3b, candidates were required to discriminate between famous and less important composers in terms of who has benefitted the most from the recent change. This was indicated by the words *soprattutto* in the excerpt and *in modo particolare* in the question; many weaker candidates failed to identify *i piccoli* (*compositori*) as the main beneficiaries of the change; the answer to 3c required two elements (as could be gathered by the number of marks which could be awarded to the answer), a time frame and a reason, in answer to *quando* and *perché* in the question; many weaker candidates failed to identify the time frame. The correct identification of the time frame *entro 90 giorni* also proved challenging in 3d, where it was requested by the words *quale garanzia specifica*: in this case, *permette di avere i soldi più rapidamente / garantisce i pagamenti* were correctly identified but the detail *entro 90 giorni* was left out. What said above about including all details also applied to question 3.

Question 4 was an interview about the best way to look for work. 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, scoring well in 4a in particular. A few candidates failed to reply in the correct language and were unable to achieve any marks for 4b. The idea that there is a lot of competition in business was frequently missed, but candidates were

able to achieve the mark by returning the second acceptable element, that 'all workers must have the required skills'. Some candidates struggled with the meaning of *assumere,* which led to several incorrect answers about not assuming anything. When answering this 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 students' choice of accommodation when attending university.

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 the company young Italian dream about working for. Candidates had to select the four correct statements out of the ten given. The task was straightforward comprehension and even the weakest candidates managed to score at least three marks. E was selected as the most frequent, incorrect answer: here clearly candidates did not understand *dà nettamente più peso.*

Question 7 was based on an article about the future of television. 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 so as to avoid the lifting of chunks of text, which would not accrue any marks, and to reply in a straight-forward 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 many candidates, although some struggled with the manipulation required (from *avrebbe* to *non ha).* Many left out the negation, which was required for the answer to make sense as a reply to the question *Che cosa **non** è successo?* 7b was a good discriminator at the top end, with correct answer showing good manipulation of the text: *(il successo del)la TV via internet* and many weaker candidates simply copying the text: *dovuta al successo della TV via internet,* or missing out the link between TV and the internet. In answers to 7c, the majority of candidates replied giving the expected answer or a good manipulation of it. There were also some answers lifted verbatim from the text, starting with *oltre ad essere* and they could not be credited. 7d was well answered by many candidates. Some marks were lost here because of lifting, but most managed to adapt the noun *trasmissione* to the verb *trasmettere*, or simply to remove the preposition *di* and add the article *la*. For a successful response to question 7, it is essential to be able to reword the text, but the manipulation required is very often minimal.

Question 8 was based on an authentic short story by Italophone author Brigitte Capou, *La lingua, la casa*. 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. However, even candidates at the lower end managed to achieve at least one or two marks in this question. In answers to 8c there were some excellent examples of manipulation using the verbs *dare* and *contenere*. At the opposite end of the spectrum, lifting was the main cause of the inability to achieve marks. In 8e, many candidates missed the point about the Italians' love of talking, as they were unable to manipulate *agli Italiani piace parlare* to *gli piace parlare*. In 8f, many candidates failed to understand and convey the idea of the language as a lifelong companion. Questions 8e and 8f were good discriminators at the top end.

Question 9 was based on an article about the new fashion of marrying oneself. 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 9b and 9d. In answers to 9e and 9f, candidates showed good ability to manipulate the text, with good use of *volere* and *mettere* in various forms in 9f.

SECTION C

In **Question 10**, candidates were required to translate a short text about the beauty of Mount Etna 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 understood the text in its original language. Most candidates faired well in this exercise, scoring at least four marks. Candidates at the top end scored around eight-nine marks. Many candidates were unable to render *colate di lava*. Volcano was regularly misspelt, although understandable, so was not penalised. *Ambiente* was often incorrectly rendered as *ambient/soil*; *profumi* and *costumi* also caused problems, with the majority of candidates opting for *costumes* or *clothing* rather than *customs*. There were some good translations of *paesi* as *villages* or *towns*. Ottimi was frequently poorly rendered as was *patrimonio,* often incorrectly rendered as 'resource' or 'place'.

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.