



Examiners' Report

June 2022

GCE Italian 9IN0 01

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Introduction

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 course. There are a total of 80 marks available.

The exam features texts taken from online sources, historical texts and literary texts. There are first person and third person accounts, texts involving a single writer or speaker and texts involving more than one person plus texts of both fact and fiction. Texts are drawn from the 12 sub-themes in the specification. Over the 10 questions, 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. 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. There are 30 marks available for this section.

Q01 is an interview about women during Fascism. Candidates have to listen to the extract and then select the correct ending for four sentence starters. Each sentence has a choice of four possible endings. This question was generally well-answered. As it is a multiple choice answer, no examples are provided in this report.

Summary skills are needed in Q04(b)(i) and Q04(b)(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.

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 multiple choice, choosing four correct statements out of nine and answering questions in the target language.

Candidates should answer concisely in the spaces provided on the question paper. They should aim to give a short, direct answer to each question. Candidates 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.

Section C is out of 20 marks and comprises a translation from Italian into English. Candidates should be aiming to produce a piece which conveys a clear message to an English reader.

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.

Question 2

Q02 is an open-response question worth 5 marks and is based on an interview about the future of social media. The majority of candidates scored highly on this question.

Part (d) proved difficult for some candidates who elaborated their own replies rather than refer to what was said in the recording. Some thought that youngsters don't use Facebook because they don't want their parents to see their posts but in fact it is the other way round: they do not want to see their parents' posts! In (e) several candidates wrote incorrectly that Facebook had acquired Instagram 'per aiutare i giovani a sviluppare la loro rete sociale'.

2 Ascolta un'intervista in rete con il Professor Massimo Giordani. Rispondi alle domande in italiano.

(a) In che modo è cambiato il concetto di privacy, a causa dei social media?

(1)

È diventato più complesso, non è più difficile coprire ~~la~~ casa e pubblico o privato

(b) In che senso i social media non si possono definire un "diario segreto"?

(1)

~~Perché~~ Perché sono visibili a tutti

(c) Che cosa c'è di sorprendente nell'uso dei social media da parte degli adulti?

(1)

Che non esitano a pubblicare ~~la loro~~ le cose banali della loro giornata quotidiana

(d) Perché i ragazzi non amano usare Facebook come social media?

(1)

Perché i ragazzi non vogliono avere i nonni o i

parenti nella ~~loro~~ stessa piattaforma social.

(e) Per quale motivo Facebook ha acquisito Instagram?

(1)

Perché è più usato dagli adolescenti



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Examiner Comments

This candidate scores full marks. The concept that youngsters would rather avoid seeing their relatives on Facebook is clearly expressed in their own words.



Lack of attention to detail and not reading the question properly sometimes leads to losing marks.

Question 3

Q03 was a longer listening passage adapted from an interview with Lara Cardella, requiring answers in the target language. This task proved to be a good discriminator and produced a wide spread of marks. Candidates generally scored well in this although some lost marks for not being precise enough in their answers. Nevertheless, most candidates were able to score at least 3 or 4 marks in this question.

In (a) candidates were asked for two details, but some only gave one and some did not use a verb, e.g. they simply wrote *manifestazioni* or *spettacoli* rather than *organizza spettacoli/manifestazioni*, which was not enough to convey the message.

In (b) most candidates scored full points although some answered using the first person of the verb and this rendered the answer incorrect. Quite a few candidates lost a mark by omitting the reflexive pronoun 'si' in '*si truccava*'. Some weaker candidates simply lifted what they heard, spelling it beyond recognition or without any manipulation (e.g. 'mettevole minigonne').

In (c) some candidates answered that yes, the novel was autobiographic because it was the story of a friend, which showed poor understanding of the question.

The other parts did not prove problematic but some candidates (surprisingly for this level) struggled with numbers in part (f) and gave the wrong information as a result or else gave answers with no precise figures which were too vague to score (for e.g. *e' stato tradotto in molte lingue*).

A surprising number of candidates misspelt basic words such as *notti* in (e) and *copie* (spelled as *coppie*) in (f) although misspelling was generally accepted as long as the message was conveyed.

3 Ascolta un'intervista con la scrittrice Lara Cardella, l'autrice del romanzo *Volevo i pantaloni*. Rispondi alle domande in italiano.

(a) Quale iniziativa sta facendo Lara per beneficenza? Da' due particolari.

(2)

Stando per mettere all'asta ogni oggetto personale donati da personaggi famosi per raccogliere soldi per ~~donare a~~ ^{aiutare} bambini malati.

(b) Perché da adolescente era considerata una pazza? Da' due particolari.

(2)

si trovava, mangiava il gelato, e metteva le mini-gonne.

(c) *Volevo i pantaloni* è un romanzo autobiografico o no? Giustifica la tua risposta.

(1)

Racconta la storia di una ^{sua} amica quindi non è una sua autobiografia.

(d) Per quale motivo a 19 anni Lara ha deciso di scrivere un romanzo?

(1)

Perché ha fatto una scommessa con una sua amica ~~in betta~~ ^{per vincere} perché c'era un concorso che aveva pubblicato una rivista quindi ha cominciato a scrivere

(1)

20 ~~per~~ notti

(f) Che cosa indica che questo romanzo ha avuto un enorme successo? Da' due particolari.

(2)

è stato tradotto in 10 lingue
ha venduto oltre 2 milioni di copie



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Examiner Comments

In this response the candidate has given an answer for Q03(f) that reflects the question's requirement to mention two separate details in (a), (b), (f).



Always re-read the question and then your answer to ensure that the two match.

When 2 or more marks are available, they usually refer to different concepts.

Question 4 (a)

This question is divided into two sections: Q04(a) and Q04(b). The listening text on which the questions are based is also divided into these two sections. The first 6 marks available are for open-response questions about the first section, while another 6 marks are to be earned for summaries of the subsequent interviews. The text is based on a report and interviews about *Alternanza Scuola-Lavoro*.

Most candidates scored well on Q04(a).

In (i) some candidates struggled to show comprehension by transcribing phonetically what they heard as one word, 'unente' or 'una zienda', which were not accepted. *Un posto pubblico* was also not accepted as it could refer to any public place rather than a public body.

In (iii) some candidates lost marks by writing both '*istituti tecnici e licei*' or else '*400 ore per gli istituti tecnici, 200 ore per i licei*', thus creating doubts as to their understanding of the question. Candidates need to be precise in their answers. Here, the extra detail rendered the answer incorrect.

In (iv), in reply to whether the project must take place during the school year, '*No, (puo' essere svolto) anche durante le vacanze*' was the expected, straightforward reply, indicating full comprehension of the question. Candidates that answered yes, because it can take place during the school holidays showed a limited understanding of the question.

Question 4 (b)

Q04(b) was generally well answered, by the majority of candidates, who were able to follow the bullet-point structure in their replies, therefore providing all necessary details. Weaker candidates found it difficult to select the correct information for '*sviluppo personale*', while most candidates provided detailed replies for '*mondo del lavoro*', showing full understanding.

In (ii) some did not manage to convey the idea of losing a week of school or having to make up for this in their summary of the disadvantages and lost marks as a result. Others struggled to understand the key word *raggiungere (i posti di lavoro)* and thought that it was difficult to find work places.

Question 6

For Q06 candidates select four correct statements out of a bank of nine. This question is based on an article about a modern day Italian emigrant. Many candidates correctly identified at least three of the other correct statements. The statement that was most difficult to identify appeared to be D, as some candidates possibly missed the negative clause.

Candidates are reminded that they should only select four statements and no more than four as any extra cross will result in loss of marks.

Question 7

For this question candidates are presented with the story of a Somalian immigrant, written in the first person.

The majority of candidates scored highly although some lost marks by not giving two details, as required.

Part (b) seemed to be the most challenging with some candidates simply lifting the answer from the text or missing out one of the required details (e.g. '*rimanere seduti senza fare nulla*').

Weaker candidates lost marks because they failed to manipulate language at all and answered in the first person.

- 7 Leggi la storia di Dakhal, un profugo somalo in Italia. Rispondi alle domande in italiano.

Archivio Memorie Migranti

In Somalia la situazione politica peggiorava, così abbiamo deciso di lasciare il nostro paese e siamo arrivati in Italia. Ci hanno portati a Roma in un centro di accoglienza. Pensavamo che nel campo ci fosse una scuola in cui avremmo imparato la lingua mentre aspettavamo i documenti e poi avremmo potuto continuare a studiare. Il campo si è rivelato come una prigione. Non è facile, dopo aver studiato per due anni all'università, arrivare in un paese in cui ti dicono mangia, dormi! Sei abituato al lavoro, all'attività, a occupare il tuo tempo. Rimanere seduti senza far nulla è come stare in carcere.

Quando ci danno i documenti ci riversano nella città dove non conosciamo nessuno, non conosciamo la lingua, non abbiamo soldi, non conosciamo le abitudini di questo Paese. Anche se le forze dell'ordine spesso ci fermano solo per il colore della nostra pelle, dobbiamo resistere a queste avversità perché è nel nostro interesse rimanere in questo Paese.

- (a) Che cosa sperava di fare Dakhal quando è arrivato nel centro di accoglienza a Roma? Da' **due** particolari.

(2)

Sperava di imparare la lingua italiana e continuare a studiare.

- (b) In che senso stare in un centro di accoglienza è come stare in prigione secondo Dakhal? Da' **due** particolari.

(2)

Gli dicono quando mangiare e dormire. Rimanere seduti a fare nulla.

- (c) Che cosa ci dimostra che la polizia ha un atteggiamento discriminatorio nei confronti dei migranti? Da' **due** particolari.

(2)

La polizia ferma spesso la famiglia di Dakhal. ^{per il colore della loro pelle} Se neggiscono alle avversità rischiano di essere forzati di lasciare il paese.



This candidate answers all questions providing the two details that are required for each section, rephrasing the text in their own words.



It is important to read the question well and answer it logically.

In this instance as the question is 'In che senso stare in un centro di accoglienza è come stare in prigione secondo Dakhal?' an answer such as 'è come stare in carcere' does not make sense.

Question 8

Q08 was a long passage adapted from the novel *A ciascuno il suo* by Leonardo Sciascia. This question was a good discriminator although most candidates managed to gain at least three or four marks.

In (b) some candidates misunderstood what was being asked and answered that Laurana was good at school, or similar idea, rather than simply how he got to school (he was a teacher, not a pupil!) The word '*corriera*' was at times unknown or confused with a train.

In (d) some candidates thought that Laurana lived with two women or else alone rather than with his domineering mother.

(e) was the most challenging part as many candidates struggled to give two details but most did convey the idea that Laurana was worried about his mother's judgment. Many answers were lifted verbatim from the text, or else partly lifted to the point of not making sense linguistically, and these could not be credited.

Some candidates also surprisingly wrote *università* rather than *liceo* for part (f).

(d) Con chi viveva?

(1)

Con la madre

(e) Perché non era sposato? Da' **due** particolari.

(2)

Aveva paura che alla madre non gli sarebbe piaciuta la donna che avrebbe scelto. Sua madre lo riteneva troppo ingenuo per sposarsi.

(f) Dove aveva incontrato il dottor Roscio?

(1)

Al liceo



This candidate summarised in their own words two of the reasons why Laurana was not married.



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

Question 9

This was another long passage, about the history of the *Festival di Sanremo*, with open response questions and answers in Italian, also worth 8 marks. Candidates generally scored well but some lost marks due to a lack of precision.

In part (a) the key detail was that Nina Pizzi won the first edition of the contest and not simply that she won. Many did not highlight that the singer won the **first** edition.

In (b), some candidates lost marks as they wrote about the media interest rather than the number of participants. The interest of the press and the public was the consequence of the increase in the number of participants rather than the cause.

In part (c) some candidates scored only one point. Many did not manipulate the language, often just copying from the text and omitting one or two words. Some candidates answered that *Nel blu dipinto di blu* mirrored that era because it was *una delle melodie più celebri della storia della musica italiana* but at the time it was new! It then went on to become one of the most famous Italian songs.

In (d) some candidates did not use a verb and simply wrote '*nuova categoria sociale*' with no reference to *i giovani*, which was not sufficient to answer the question. The mark scheme is quite generous here as it allows three possible answers (*la modernità/ il rock'n'roll/ i giovani*).

In (e) most candidates were able to mention the situation in Italy at the time for one point, but many lost the second point as they did not refer to the effect of this on the contest: the consequence of *terrorismo/crisi economica (calo di interesse/di spettatori)* was missed out.

(c) In che senso la canzone *Nel blu dipinto di blu* rispecchiava i suoi tempi?
Da' **due** particolari.

(2)

Nel senso che questi tempi avevano un'atmosfera ottimista creata del boom economico e la canzone anche era liberatoria ed energizzante come quest'atmosfera ottimista

(d) Che contributo ha dato al Festival Adriano Celentano?

(1)

Celentano ha introdotto con la sua modernità una nuova categoria sociale, i giovani.

(e) Perché gli anni '70 non sono stati un periodo positivo per il Festival?
Da' **due** particolari.

(2)

~~Perché~~ Perché è stato colpito dalla crisi economica e del tempo difficile con il terrorismo ed estremismo politica e quindi venivano meno spettatori.

(f) Qual è la sede del Festival dal 1977?

(1)

La sede è stato il Teatro Ariston.



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Examiner Comments

In this example of Q09(c), the candidate uses their own words along with information from the text to give a clearly expressed and successful answer.



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Examiner Tip

Think carefully about how to phrase a simple answer to the question. Your answer must directly respond to the question, not just be a chunk of text that contains useful information among other things.

Question 10

The last question is the translation from Italian into English, marked in 20 sections. There are a number of sections aimed at each grade from E to A*, so that almost all candidates are able to score marks for some elements of the passage, but only the strongest candidates score full marks. The passage is about an eco festival. The translation is successful if a person who has not read the original text can understand its contents from the translation. If the candidate is unclear about what they have written, it will almost certainly be unclear to the examiner. It is important to consider the whole context of the passage, not just a few words at a time. Candidates need to imagine what would be appropriate or logical in the context of the topic of the passage, but not skip over small words, as they may change the meaning of a sentence considerably.

This question was generally very well done but there were some odd choices of vocabulary as well as some poorly constructed sentences in English. The first and third paragraphs were generally translated correctly. The most challenging items in the middle section were *campagna di sensibilizzazione* and *opportunamente riciclato*. Some candidates found it difficult to translate 'sia...sia' correctly; however, most of them were generally able to translate the meaning of the sentence without ambiguity. Candidates are again reminded of the need for precision as some lost points by omitting words, e.g. Saturday (7th September).

From the 5th to the 8th of October, the port of Ostia will host the first edition of 'PlasticaMare', a festival which promotes a lifestyle without plastic.

Every minute 33.800 plastic bottles end up in the waters of the Mediterranean.

'PlasticaMare' has been created to contribute to the awareness campaign on the theme of mass pollution of plastic, to understand both the damages that plastic is causing to our seas, and also how the material itself, usefully recycled, can be brought back to a new life.

The main day will be on Saturday 7th of September, with showcases from artists who have tackled the problem in a creative manner, transforming and reusing the plastic in more varied ways.



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Examiner Comments

This candidate has transferred all of the information contained in the original text. Even the most testing items of vocabulary and grammar have been communicated accurately. This response scored full marks.



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Examiner Tip

Imagine reading your translation to a friend who has not read the Italian text; would they understand it?

Paper Summary

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 Q10 passage into coherent and well-written English.

Less successful candidates:

- Gave long, over-complicated answers.
- Produced inaccurate, sometimes non-existent, verb forms or vocabulary.
- Produced a version of the translation which was unclear in English.

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