Examiners' Report
Principal Examiner Feedback

Summer 2023

Pearson Edexcel GCE
In Italian (9IN0)
Paper 1: Reading, Speaking and Writing

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

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 A Level course. In addition, they are required to translate a passage of written Italian into English. In total 80 marks are available.

Paper 9IN01 is composed of 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.

The exam features texts taken from on-line sources, historical texts and literary texts. There are 1st person and 3rd person accounts, texts involving a single writer or speaker and also texts involving more than one person and texts of both fact and fiction. Texts are drawn from the 12 sub-themes from 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 and are recorded onto CD (or are available for Centre 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 needed 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 be aiming to produce a piece which conveys a clear message to an English reader.

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 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 or vocabulary
- produced a version of the translation which was unclear in English.

Listening

Q1
This question was answered well by the vast majority of candidates although a few were possibly not familiar with *datori di lavoro* in (d) and therefore opted incorrectly for D.

Q2
The majority of candidates scored highly on this question. In (a) a few candidates struggled with the spelling of *armistizio.* In (d) weaker candidates lost marks because they were unable to form grammatically correct sentences and lifted what they heard, spelling it beyond recognition.

Q3
This question was answered fairly well by most candidates although some sections were answered better than others. In (c) some candidates lost marks because they struggled with the spelling, simply phonetically transcribing what they heard without understanding the meaning, e.g.: "*abbadare il figlio*" or else they omitted the negative form, e.g."*di riuscire a badare al figlio/ di dargli quello di cui ha bisogno*" instead of "*di non riuscire*". In (e) there was confusion about the reason why women without children should not be considered "incomplete" as many
candidates failed to understand the idea of "creating something important": quite a few answered that it was the woman's choice and it was to be respected and accepted, which was not the correct reason. In (f) many missed the point by omitting to answer whether Lilli was sorry about not having had children, thus showing poor understanding of the question, or else by mentioning the wrong reason, thus showing confusion between what Lilli had said about other women and about herself.

Q4
This question was generally well-answered by the majority of candidates;
however, in Part (a) (ii) proved to be a good discriminator as quite a few candidates were unable to transcribe the word "*drappellone*" in a recognisable way (words that started with a different consonant from "d" were not credited (e.g.: "grappellone", "trappellone", "capellone" etc.). In (iii) a few candidates answered rather simplistically that the race was won by the fastest horse! In iv) there was a surprising number of candidates who at this level were not able to spell "*rabbia*" correctly (often misspelled a lot as "arrabbia/arabbia/larabia/l'arabbia").
Candidates generally scored full marks in Q4 (b), with most of them mentioning more than was requested and showing a thorough understanding of the recording and familiarity with the festival in question. In (i) a few struggled to understand *"purosangue inglesi"*, while in(ii) some missed a point by saying that Carla wanted to substitute horses with "*gare sportive*" without specifying that people should substitute horses.

Q5
This question was answered correctly by virtually all candidates except for (b), where some thought that people going to concerts were more productive.

Q6
This question was generally answered well, with only a few candidates missing some of the finer details and therefore ticking a wrong statement. Some candidates thought that paper-based newspapers present information more concisely (in fact the text mentioned the opposite) or that Italians are no longer interested in the news.

Q7
This question was answered reasonably well but a few candidates struggled to understand the general content of the text. In (a) the set question "*Dove?*" required the name of the country, "*Giappone*", as the correct answer but some candidates answered with "*giapponese*" rather than
the country, hence missing the mark. However, most candidates got the date right. In (b) some candidates were not familiar with "*campane*"; a few were misled by the noun "*fonderia*" and replied with culinary terms ("*formaggio/cioccolato*"), others wrote "*fonderia delle campane*" lifting it from the text, which did not constitute an answer to the set question.
In (c) quite a few candidates
failed to convey the idea that members of the same families are still running the companies and at times resorted to lifting from the text. In (d) the name of the city, *Firenze*, was at times unknown and replaced by "fiorentina" or "Fiorenza" or other misspelling (minor ones such as "Fiorenze" were accepted). A few thought that "*ottava*" and "*nona*" were names of cities, overlooking the lack of capitalization in the spelling. In (e) some candidates found it difficult to locate Napoleon's place in history, hence his ubiquitous presence turned up in pirate ships or as a sailor travelling to America in 1438 or other rather amusing answers.

Q8
This was again well-answered in most parts although some responses were lifted verbatim from the text or partly lifted to the point of not making sense linguistically and these could not be credited. In (a) some candidates failed to use a verb and simply answered "*servizio di qualche casa ricca*", which did not show understanding. In (c) some missed the point by omitting to answer "*come si trovava?*". In (d) a quite a few candidates were not able to summarise in their own words the fact that the family was worried because the mother had written that she was ill and then had not written any other letters and thus resorted to lifting from the text without succeeding in communicating the points; some also misunderstood the text and thought that the mother was not sending any money rather than letters. Also in (e) some candidates simply lifted the text, e.g. "*Chi avrebbe mantenuto i suoi figli*", thus losing the point

Q9
This question proved a good discriminator as it was more demanding in parts. Some sections were poorly answered as responses were lifted from the text without any attempt at manipulation. Candidates are reminded that copying chunks of text verbatim causes ambiguity and loss of meaning. In (b) the majority of candidates did not read the questions carefully so failed to understand which period of time "*questi due decenni*" was referring to: most candidates missed the fact that it spread all over the country and replied with "*il Centro

ed il Nord" rather than "*tutte le regioni*". In (c) some candidates simply mentioned "*il rapimento*" without specifying who had been kidnapped; others attempted to answer it with irrelevant details such as the fact that the people responsible for the kidnapping had been arrested. In (d) and (e) many candidates lost marks by simply lifting from the text with no attempt to manipulate the language, sometimes even omitting crucial details such as "*banche dati*", confused with "*banche*". The most successful responses used verbs to rephrase the text so as to fully answer the questions, e.g. "*hanno realizzato banche date sempre più ricche e i magistrati di varie regioni hanno collaborato*" or " *in Calabria c'è un'organizzazione criminale strutturata ed efficiente e il territorio è favorevole alla custodia degli ostaggi*": sometimes even a simple "c'è" or "ha" is enough to manipulate the text in order to answer the questions. Candidates who were able to manipulate grammar and syntax were the most successful in explaining their points clearly, as is expected at A level.

Translation

Q10
The translation was done reasonably well by most candidates who understood the meaning of the passage and managed to render the meaning into comprehensible English. There were some poorly constructed sentences in English, although many still managed to communicate the meaning. Some candidates lost marks due to a lack of attention to detail and/or not reading the text carefully enough, or else due to difficulties in translating Italian into reasonable English.
In the first paragraph "*culto*" was often confused with "*cultura*", despite it being a cognate. "*gioventù*" was often not known and also "*razza*" and "*prova*" in the middle paragraph.
The day of the week "*sabato*" was in some cases translated with "Sunday" and "*pomeriggio*" with "midday" or "evening", which is a bit surprising at this level.
In the final paragraph many candidates some candidates failed to recognize "*solitamente*", thus translating it wrongly with "only/solely". Quite a few candidates were not familiar with "*addestramento*" and thought it had something to do with "*destra*", thus translating it with "right-wing indoctrination" or similar concepts.
Many candidates lost marks as they left out words or in some cases whole sentences, e.g.: "*sempre*", "*invece*", "*quindi*", "*tutti*". There were also a lot of misspellings (albeit tolerated) of the word Fascism (Fashion/Fashism) or confusion between the noun and the adjective.
Candidates are reminded to allocate time to read through the translation after completion of this task to spot and rectify errors or omissions. The translation is successful if a person who has not read the original text would 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 and not skip over small words, as they may change the meaning of a sentence considerably.

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.
- Leave enough time to check your work carefully at the end of the exam
- Avoid lifting chunks of text without any attempt at manipulation of the language

- Write your answers in the correct space and on the correct pages of the answer booklet. If you run out of space and use extra paper, please write a brief note so that the examiner (who only sees one question at a time) is aware of this and can take the necessary action
- Ensure that your handwriting is as neat as possible. This year there were many instances of responses that were virtually illegible.