



Examiners' Report
Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCE
In Italian (9IN0) Paper 01

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 2024

Publications Code 9IN0_01_2406_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom

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 possibly resorted to guessing in (ii) and (iv), opting for rap singers being either too crude, too rich or too rude.

Q2

The majority of candidates scored highly on this question. Lack of attention to detail and not reading the question properly sometimes led to candidates losing marks.

Some candidates only gave one detail in question 2(d), omitting the reason why women should become astronauts and lost a mark as a result.

Q3

This question was answered quite well by most candidates although some sections were answered better than others.

In 3(a) some candidates neglected to mention Pilar's working and studying at the same time as a source of hardship and answered that Pilar *'doveva pulire la casa/fare le pulizie'* instead of *'doveva lavorare e studiare allo stesso tempo'*, hence they lost a mark. In 3(b), although the question was regarding how Pilar was welcomed by the Italian people, quite a few candidates provided the irrelevant information that she had found Italian quite easy to learn as it was similar to Spanish.

In question 3(c), many candidates supplied plenty of detail about the problems that Pilar had with the Italian authorities and successfully conveyed the fact that she was stopped while travelling and made to open her bags; unfortunately, a few omitted the reason why she was stopped by the authorities, namely *'perché (si vede che) è latino-americana'*.

Q4

This question was generally well-answered by the majority of candidates.

However, in 4(a) (i) caused a few problems because of lack of detail: candidates were expected to mention the word *'notizie'* or *'informazioni'* or similar concept in their answers as the sole mention of the type of mass media led to ambiguity; some candidates were not specific enough and mentioned TV or social media without referring to *'notizie'*. In a few cases, 75% was mistaken for 65%. In 4 (a) (ii) some candidates surprisingly lost marks by writing 2016 instead of 2017 or else omitted to say that it was a tweet by Trump. In 4(a) (iii) some candidates lost one point because of lack of detail: they were expected to answer that *'metà degli italiani'* is unable to recognize fake news as *'molti italiani'* was too vague. *'Metà'* was often spelt without an accent, but accepted all the same.

Question 4(b) was answered successfully by the majority of candidates as most included a great deal of relevant detail.

In question 4(b)(i) some conflation of bullet points resulted in students either overlapping or omitting information (for example *'è necessario bloccare contenuti offensivi o violenti ed è necessario bloccare comportamenti pericolosi o criminali'*, which were actually two alternatives for the same point), the latter causing a penalty. The best, clearest responses were written out in bullet point form.

Reading

Q5

This question was answered correctly by the vast majority of candidates, although in (ii) a few incorrectly thought that students had to be good at school or to have attended a media course in order to take advantage of this training opportunity.

Q6

This question was generally answered well, with only a few candidates missing some of the finer details and therefore ticking a wrong statement (for example

some candidates incorrectly thought that Michele wants to become a doctor, misunderstanding the word *'dottore'* in the text).

Q7

This question proved to be a good discriminator as the quality of the responses varied quite a lot. In (a) the word *'fuga'* was at times unknown. In (c) many candidates wrote *Lombardia* instead of *Sicilia*, showing misunderstanding of the text (*Lombardia* was a distractor, as the region with increasing emigration, not the region with the highest). In (d) some candidates were not able to convey the fact that Germany is the favourite destination for Italians abroad: some lifted *'i nostri connazionali (andati oltre-confine)'*, thus failing to answer the question correctly. Lifting from the text was a particular issue in (e) where many candidates simply copied sentences from the text in their answer. At times the chunks of text that had been lifted did not even make sense linguistically. Those who did not lift were generally successful in their answer, although some did not mention that these immigrants then leave Italy again, choosing to focus on them getting citizenship instead and missing the idea that they are double immigrants because they emigrate to another country after emigrating to Italy.

Q8

This was again well-answered in most parts, although some responses were lifted verbatim from the text or partly lifted and these could not be credited. Most candidates answered (a) correctly but some incorrectly answered that Del Vecchio is important because he is one of the richest men in Italy. In (c) the response *'14'* without the word *'anni'* was not credited.

In (e) some candidates answered in the first person, thus negating their response. In (f), while many candidates got two marks, some lifted from the text (*'un manager lo puoi licenziare, un figlio no'*) or answered that he did not want the children to have a big role/responsibilities in the company, which did not constitute an answer to the question.

Q9

Candidates generally scored well on this question but some lost marks due to a lack of detail. In part (a) most candidates gave the correct answer although a few lost the mark as they simply answered *'perché è stata educata'* (with or without *'da due genitori'*), omitting the crucial word *'coraggiosi'* or possibly misunderstanding the word *'educata'*. In (c) many candidates lost marks because they lifted from the text or because they were not specific enough (for example, the direct and indirect objects were sometimes omitted: *'accompagnare'* without mentioning *'i prigionieri...'*/*'consegnare armi ai partigiani'* omitting *partigiani*). Some of the responses in (c) were lifted verbatim from the text or partly lifted to the point of not making sense linguistically and these could not be credited. In (d) most gave the correct answer but some lost the mark as they answered *'con i ragazzi'* and even *'con i francobolli'* or *'con le bambole'* instead of *'con gli eroi'*. While most candidates got the mark for (g), some did not, as they focused on becoming famous as an author rather than the financial struggles associated with the job. The real reason to avoid a career as a writer was not earning enough money to make a living; the sole fact of gaining recognition as a writer did not cause many worries to Oriana's father.

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 most of the meaning of the passage and managed to render it into comprehensible English. There were some odd choices of vocabulary, however, as well as some poorly constructed sentences in English. Some candidates also 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 sentence some translated *fiesta* as 'party,' which was not correct in the context. '*Festa della Repubblica*' was at times translated as 'Liberation Day' (another festival, but on a different day, 25th April) or 'Independence Day'. The word *referendum* was unknown to a few candidates, who simply translated it as 'elections'. In this sentence many also lost one mark by translating *scelsero* as 'decided'.

In the second paragraph some gave the wrong number and wrote 'twenty years' instead of 'twenty-two years'. The verb *svolgere* proved problematic for some students. The ideal translation would have been "to take place"; other renditions were allowed but 'elections were made/were done' was not deemed precise enough.

In the third paragraph many candidates struggled with *Regno d'Italia* and wrote 'reign of Italy'. Some also left out 'royal' or mistranslated *reale* as 'real'. *Guidato* was erroneously translated as 'guided' or 'driven'.

In the last paragraph a few struggled with words such as 'repubblica' and 'Presidente della Repubblica' was at times translated as 'Prime Minister'. 'Behind' instead of 'in front of the president' was seen quite a number of times. The verb *sfilare* offered many lexical variations, some of them producing amusing outcomes such as 'the armed forces cat-walk/model/strut' or even 'strip in front of the President of the Republic' (all accompanied by the music of the Italian national anthem). The last sentence proved to be a good discriminator: many students were unable to translate *inno nazionale* as 'national anthem'. Some translated it as 'hymn' or 'song' and lost the mark. A significant number of candidates lost the last two marks as they translated the last sentence as 'national pride could be felt everywhere' or a similar idea.

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.