



# Examiner's Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCE  
In Italian (9IN0)  
Paper 1: Listening, reading and translation

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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 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 *le minoranze linguistiche* in (C) and therefore opted incorrectly for A.

### Q2

The majority of candidates scored highly on this question. In (a) a few candidates struggled with the spelling of *ansia*. In (b) weaker candidates lost marks because the spelling of the word *attraenti* was too ambiguous.

### Q3

This question was answered well by most candidates although some sections were answered better than others. In (a) some candidates lost marks because they struggled to convey the exact idea. Several candidates failed to provide valid responses and their answers were too limited. Candidates are reminded to read the question carefully. In (b) there was confusion about where Damiano learnt his discipline, the correct answer was *giocando* a basket.

In (d) many missed the point because they used the incorrect verb ending: *ha lavorato duro* was the correct answer.

### Q4

This question was generally well-answered by the majority of candidates; however, in Part (a) (iii) proved to be a good discriminator as quite a few candidates were unable to understand the question well and answered to question iv instead: the correct answer was *l'esame orale include una relazione sull'esperienza dell'alternanza scuola-lavoro*. In (v) a few candidates found difficult to spell the word *impegno*.

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 of the topic *la maturità*. In (i) a few struggled to *understand bisogna alternare le materie più leggere con quelle più impegnative*, while in (ii) some missed a point because they did not include *bisogna studiare per se stessi*

## Reading

### Q5

This question was answered correctly by virtually all candidates except for (iv), where some candidates thought that the majority of workers in Italy are against working 4 days a week. The right answer was (c) *i lavoratori non vogliono lavorare più ore giornaliere per avere la stessa paga*.

### 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 the majority of young people from the South have a degree. The correct answer was: *nel passato molti italiani del Sud hanno lasciato l'Italia per sempre*.

### Q7

This question was answered well but a few candidates struggled to understand the reasons why Tancredi had to come back to Italy (d). The correct answer was a causa del covid. Several candidates lost the mark because they limited their answer to covid. Candidates are reminded to read the question carefully and to make sure that their answers are logical. In (a) few candidates found difficult to spell *era ingrassato*. In (c) some candidates were not familiar with *risparmiare*; a few were misled by the phrase vivere da solo and replied with Tancredi was able to live on his own. The correct answer was: *perché lo stipendio a Dublino era più alto*.

### Q8

This question was answered well 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 (c) some candidates failed to understand the correct answer was (Elena's) parents and not Cristina's. In (d) some candidates didn't include enough details to score 2 marks: some limited their answers to *avevano paura*, the correct answer was *avevano paura di sbagliare perché sono omosessuali*. In (e) some didn't understand the reasons why it is more complicated for gay couples to adopt a child in Italy. The correct answer was *perché devono andare dal giudice*. Several candidates limited their answer to *la legge Cirinnà rende l'adozione più difficile* which is too vague to score 1 mark.

In (f) a quite a few candidates lifted their answers from the text. By doing this, their answers became too ambiguous: *posso andare a prenderlo a scuola*. Candidates are reminded that they have to manipulate their answers. An easy way to do this is to change the verb endings: *può* rather than *posso*. In addition to this, candidates have to make sure that their answers are not ambiguous: *può andare a prendere il figlio a scuola* was the right answer rather than *andare a prenderlo*.

### 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) several candidates didn't provide enough details; some limited their answers to *Lampedusa* rather than *nel centro di prima accoglienza di Lampedusa*.

In (c) some candidates simply mentioned *il suo amico Karim* rather than *l'immigrazione*. In (d) several candidates failed to understand how Franz will keep his readers informed. The correct answer was: *con un blog*. In (g) the majority of the candidates limited their answers to *Karim è un immigrato* or *Karim viene dalla Somalia*. The candidates are reminded that at this level there is an expectation that students can infer meaning. The correct answer was *perché Franz si è reso conto del problema degli immigrati*. 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 completed well by most candidates who understood the meaning of the passage and managed to render the meaning into comprehensible English. There were some ambiguous constructed sentences in English and some of the candidates failed to convey the exact 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 *pochi* was often confused with a few. According to was often omitted. *Sarebbe nato* was often translated with would be born or would have been born and also at the court and signore in the middle paragraph were often translated with castle and Mr.

The word for *cuoco* was in some cases translated with servant and slave, which is a bit surprising at this level.

In the second last paragraph some candidates failed to recognise *decise*, thus translating it wrongly with chose instead of decided. The majority of the candidates were not familiar with *uvetta e canditi* and thought it had something to do with sweets and eggs thus translating it with sugar, eggs and candies instead of raisins, candied fruit and sugar. Many candidates lost marks as they left out words or in some cases whole sentences, e.g.: *così tanto*, *da cui* and *sfortunatamente*. There were also a lot of misspellings (albeit tolerated) of the word *legghenda* (legend) or confusion between legend and story.

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.

