



Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE

In Italian (9IN0)

Paper 3: Speaking

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Generally, the speaking examinations were conducted in accordance with the required specifications. Several candidates still demonstrated a solid grasp of key cultural and historical issues relating to Italy and showed evidence of thoughtful and well-executed independent research.

However, it is perhaps important to review and clarify different aspects of this qualification in which students should be able to demonstrate:

- knowledge and understanding of the cultural context by giving ideas, examples and information on one of the themes and on a chosen subject of interest they have researched linked to the social and cultural context of the language studied
- the ability to analyse aspects of the cultural context by presenting and justifying valid arguments, viewpoints and conclusions
- the ability to interact and hold a natural and fluent discourse
- skill in manipulating language accurately
- the ability to respond to written language in speech.

These aspects are assessed via two distinct tasks conducted entirely in Italian, which are carried out in consecutive order in one session.

Task 1 (discussion on a theme)

Content for this task will be based on any one of the twelve sub-themes from one of the four overall themes listed on *pages 8–9* of the specification.

Students have approximately **6 to 7** minutes discussion time for this task.

There are **TWO** parts to the discussion.

Part 1: The teacher-examiner asks the two compulsory questions on the card. The teacher-examiner then helps to develop the discussion by asking **one or two** appropriate follow-up questions relating to the statement on the stimulus card.

Part 2: The teacher-examiner then broadens the discussion to cover **other aspects of the overall theme**. Teacher-examiner must ask questions to enable the student to meet the requirements of the assessment criteria, i.e., to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the theme by developing and justifying arguments and forming conclusions.

A significant concern observed was the failure of teacher-examiners to transition to subtopics as stipulated by the exam specifications. This oversight appears to stem from a lack of awareness among examiners regarding this specific requirement.

Task 2 (presentation and discussion on student's independent research project)

This task is in two parts. Content for this task will be based on the subject of interest that students have chosen for their independent research project. This **must** relate to the Italian-speaking cultural and social context.

Students have approximately **10 to 11** minutes for this task.

Part 1: The discussion must open with a **2 minutes** presentation from the student in which they provide a summary **of the two written sources** they have used as part of their research,

outlining the authors' main points/ideas and giving a personal response to what they have read. In this part of the task, students are assessed on their ability to respond in speech to written sources.

Regrettably, a large proportion of candidates did not reference their sources clearly during their presentations. In some cases, sources were only mentioned briefly or in passing.

The presentation must not exceed two minutes.

Part 2: The discussion that follows must explore more widely the student's presentation and their research. The teacher-examiner must use the key findings and list of sources on Form RP3 to help them formulate their own questions to enable the student to meet the requirements of the assessment criteria, i.e., to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of their research by developing and justifying arguments and forming conclusions.

In both tasks, students are expected to ask questions that elicit opinions **as part of the natural discourse** and to confirm that their own points of view have been understood. Students are also expected to take the lead in the discussions.

The **key features** of this examination are:

- it is firmly rooted in Italian society and culture
- there are prescribed topic areas for Task 1 and two compulsory questions relating to the statement that the candidate has chosen. The teacher- examiner **must ask** the compulsory questions **in the order** they are presented, **without asking extra** questions
- in Task 1 – part 2 the teacher-examiner **must** cover other aspects of the overall Theme
- there is a need for candidates to elicit points of view and check examiners' understanding, naturally and appropriately, at different points during the discussion
- the presentation of the independent research for Task 2 must clearly reference specific **named sources, written in Italian.**
- The new examination is between 5 and 7 minutes longer than the previous Legacy syllabus assessment.

Assessment Principles

Three-mark grids are applied to Task 1 and Task 2:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

One mark grid is applied to Part 1 of Task 2: responding to written language in speech (AO2).

A01 – Interaction – Task 1 and 2

This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

The interaction is awarded **up to 6 marks.**

Teacher-examiners and candidates must remember that asking a question does not automatically place the performance in any of the three-mark bands. Interaction provides a picture of how much the candidate participated in the discussion.

A03 – Accuracy and range of language – Task 1 and 2

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary to produce articulate communication with a range of expression. It also assesses students' accuracy of pronunciation, grammar and syntax.

Candidates are judged on their competence in making themselves understood, showing how able they are at conveying a message without its meaning being compromised by errors that hinder clarity.

Accuracy and Range of Language is awarded **up to 12 marks**.

A04 – Knowledge and Understanding of Italian-speaking society and culture – Task 1 and 2

This grid assesses students' ability to communicate information and demonstrate appreciation for different aspects of Italian-speaking culture and society.

They are also assessed on their ability to respond critically and analytically to different aspects of Italian-speaking culture and society by selecting relevant material, presenting and justifying points of view, developing arguments and supporting their ideas with examples.

Knowledge and Understanding of Italian-speaking society and culture is awarded **12 marks**.

A02 - Responding to written language in speech – Task 2 (Part 1)

This grid is used to assess the student's **two-minute** presentation **only**. It is not applied to the discussion that follows the presentation. This mark grid assesses students' ability to understand and respond in speech to written language drawn from a variety of sources and to summarise information from written sources in speech. The written sources will be those that students read as part of their independent research, and they **must refer** to the **two** named written sources during their presentation.

Responding to written language in speech is awarded **12 marks**.

Responses that refer to just one single written source can be awarded a maximum of 3 marks only.

Candidate performance

Task 1

As in previous years, students who were able to opt for stimulus **1-3** had an easier time in presenting their views and arguments in the sense that the sub-themes of family, education and work represent a world in which they themselves live daily.

Candidates who opted for Card **1** demonstrated solid understanding of Italian family culture.

Candidates selecting Card **2** were generally able to explain various challenges within the Italian school system.

Candidates choosing Card **4** demonstrated an excellent knowledge of the genres of music listened to by young people in Italy, new emerging singers and the classic Sanremo Festival.

Candidates choosing Card **5** discussed the evolution of internet usage within the Italian population over the years, particularly in relation to social media and technology.

Candidates who opted for Cards **7** and **8** addressed both the positive and negative aspects of immigration. Discussions around Immigration in Italy were often particularly strong. Several candidates drew on their own experiences of living in Italy as immigrants, showing clear awareness of how language barriers can hinder integration.

Students frequently acknowledged concerns about immigrants being seen as competing for local jobs but also recognised that many immigrant workers take on manual roles that local people often avoid.

Candidates who opted for Card **9** were able to analyse regional differences between Northern and Southern Italy, including economic and cultural contrasts and common stereotypes.

The majority of candidates choosing Stimulus Card **10-12** demonstrated a good knowledge of the historical period studied.

Task 1, the most frequent concern remains the narrow scope of questions asked. Several candidates were asked predominantly personal questions, suggesting that some Teachers/Examiners may not be fully familiar with the requirements of the assessment. Questions relating to family background, time previously spent in Italy, or post-school plans are not appropriate and fall outside the intended level of academic discussion for this examination.

Some particularly inappropriate questions were heard regarding candidates' experiences as immigrants—questions more suited to a GCSE-level context.

Furthermore, many Teachers/Examiners failed to move beyond the first sub-topic on the stimulus card, thereby limiting candidates' opportunities to demonstrate broader knowledge and understanding. This was particularly predominant this year. There were also centres where some Teachers/Examiners talked too much about themselves.

The following is an example of a good performance.

Task 1 – Stimulus IN2 B.

TE: Q1

Candidate: il motivo per cui gli studenti sono stressati è a causa dei compiti che sono molti pesanti, hanno molto lavoro che devono fare come matematica, inglese ogni giorno e le materie non sono cambiate da tanto tempo quindi è molto dura. Infatti gli studenti devono continuare a fare italiano e matematica, quindi non si cambia! E soprattutto non c'è tempo libero.

TE: Q2

candidate: la scuola dovrebbe prima cambiare il sistema scolastico, devo dire che magari sabato non si va a scuola e quindi il weekend è proprio libero per gli studenti e non tutti i giorni

che ci siano i compiti che è troppo stressante e che le materie sono ridotte in maniera che gli studenti possono capire

TE: quindi tu ritieni che il motivo sia dovuto ai compiti ed al fatto che gli studenti restino troppo a lungo a scuola. Quando si finisce?

Candidate: gli studenti finiscono verso i 18 o 19 anni perché alcuni non vanno all'università perché è troppo costosa e difficile per continuare perché il sistema scolastico è troppo pesante per loro. Quindi se si va all'università si finisce molto tardi.

Task 1 – Part2

TE: pensi che questo finire tardi abbia un impatto sul lavoro e perché?

Candidate: gli italiani vanno a vivere da soli verso i 30 anni, nella media europea gli altri vanno a vivere da soli a 26 anni. Gli italiani stanno ancora a casa con i genitori e questo è proprio visto come negativo da altri punti di vista. Per esempio, si chiamano bamboccioni e mammoni perché vivono ancora con i genitori, non hanno un lavoro e non hanno ancora famiglia.

TE: perché rimangono a vivere con i genitori?

Candidate: molti giovani non hanno un lavoro fisso ed a volte fanno internship e quindi vanno a lavorare però non è che li pagano o per il lavoro che fanno il stipendio non è un granché e non fanno tanti soldi

TE: quindi è una questione economica che li spinge a vivere con i genitori. Qual è l'alternativa?

Candidate: alcuni se ne vanno all'estero e questo è chiamato la fuga dei cervelli quando gli italiani vanno per esempio in Inghilterra per lavoro e fanno il lavoro per cui si sono laureati, l'Inghilterra gli dà una vasta opportunità di fare carriera ma in Italia non è così

TE: ed il fatto di andare a vivere da soli in tarda età ha un impatto sulla loro vita privata?

Candidate: infatti la famiglia italiana è cambiata, in passato la famiglia estesa comprendeva molte persone ma adesso è nucleare. Adesso poche persone si sposano perché il matrimonio è costoso, la Chiesa non ha una grande influenza sui giovani mentre i giovani oggi preferiscono coabitare invece di sposarsi. Il 30% di persone sono sposate con figli, un terzo che sono da soli quindi aumentano le persone che vivono da sole, le persone preferiscono il lavoro ai figli oggi

TE: la famiglia non è solo quella tradizionale, quali altri tipi si hanno in Italia?

Candidate: ci sono le famiglie gay che possono convivere insieme però in base alla Legge Cirinnà del 2016 le persone gay possono non sposarsi, non è un matrimonio, possono unirsi con le unioni civili che sono simili ad un matrimonio ma non è un matrimonio. Le differenze sono che non possono adottare figli ma se i bambini sono disabili possono adottarli e non devono essere fedeli ad un altro.

Task 2-Part 1

Candidates in the opening statement of their presentation should:

- indicate topic and names of the two written sources to be summarised in the presentation
- give a summary of the first written source
- give a summary of the second written source
- provide a personal reaction to the findings of the two written sources.

The following is an example of a good presentation.

IRP: *Jasmine Paolini: il doppio standard della stampa italiana, la sfida agli stereotipi del tennis.*

Vorrei parlare di Jasmine Paolini che è la prima tennista italiana ad aver raggiunto le finali di Wimbledon, un'impresa straordinaria. Il primo articolo che vorrei introdurre si intitola 'Jasmine Paolini: chi è la finalista di Wimbledon, la storia della tennista' di Francesco Sessa. L'articolo sottolinea le vittorie e le difficoltà incontrate da Paolini a causa della sua statura. Infatti essendo alta 1 metro 63 centimetri, avere un servizio meno efficace rispetto a quello di altre tenniste, tuttavia grazie alla sua abilità è riuscita a migliorarlo dimostrando che il tennis può essere uno sport accessibile a tutti. Concordo con l'articolo e penso che Paolini sia un modello positivo nel tennis perché lei essendo bassa in statura ha infranto gli schemi tradizionali della tennista tipica. Il secondo articolo è di Marianna Grazia e si intitola 'Jasmine Paolini bellissima, Sinner un mito. Il doppio standard sessista' e parla del trattamento ineguale riservato dalla stampa a uomini e donne. Con Jasmine Paolini puntano sulla bellezza, non sempre sulle sue capacità. Sinner è un mito e riceve titoli che ne esaltano il talento evidenziando il sessismo che esiste nel mondo sportivo. Concordo pienamente! Il successo di Paolini merita di essere celebrato per le sue straordinarie abilità e non ridotto a giudizi superficiali. In conclusione sono d'accordo con entrambi articoli. Penso che Paolini sia una ispirazione per ragazze e bambine dimostrando che i limiti fisici o culturali possono essere superati con dedizione e impegno. (2 minutes)

There was notable improvement in the quality of presentations, with fewer generalised responses. Unfortunately, still too many of the candidates assessed did not name their sources during their presentation and some only referred to them 'in passing'. This approach led to lower marks. There were, in any case, also candidates who coped well with this section of the test and did so within the two minutes allowed.

Some very interesting research projects this year were:

- Adriano Celentano: icona italiana
- L'alluvione di Firenze del 1966
- La P2 e Roberto Calvi
- Firenze simbolo del cambiamento di classe nel XII e XIII secolo
- L'uso del niqab nei luoghi pubblici italiani
- La pesca cruciale per l'economia italiana
- Il contributo delle donne alla Resistenza
- I misteri degli Anni di Piombo
- Perché il dialetto italiano sta scomparendo?

- I centenari sardi e la loro ricetta della longevità
- I fantini del Palio di Siena: mercenari pronti a vendersi o professionisti?
- Come è regolamentata la cittadinanza italiana e come dovrebbe essere riformato il sistema?
- Le mestruazioni sono ancora un problema nella società italiana?
- Fino a che punto la rappresentazione del trattamento delle donne in Italia degli anni '40 nel film "Malena" di Giuseppe Tornatore riflette la realtà storica del periodo fascista?
- I cambiamenti nel settore del vino in Italia.
- Scandali e i successi del personaggio controverso Silvio Berlusconi.
- Come l'ambiente politico influenza la moda italiana.
- La vita e l'impatto di Antonio Vivaldi sulla musica e la cultura italiana.
- Il Colosseo: un simbolo di potere.
- In che modo la migrazione e le differenze tra Nord e sud stanno cambiando l'Italia?
- Fino a che punto gli anni di piombo hanno influenzato la società italiana?
- L'impatto che Mussolini ha avuto sull'Italia e le ripercussioni del fascismo nei tempi moderni.
- Il sistema ferroviario italiano: è un buon sistema?
- L'importanza di Dante Alighieri nell'evoluzione della lingua italiana.
- Il pagamento di cinque euro a Venezia potrebbe migliorare la vita di tutti i cittadini veneziani?
- Fino a che punto lo scandalo "Mani Pulite" ha avuto un impatto sui politici italiani?
- Si dovrebbero abbattere gli orsi nelle Dolomiti?

Teachers should warn candidates against choosing topics that do not allow them to critically analyse aspects of the Italian culture and society. The following IRPs are too abstract or too wide and/or overlapping with topics studied.

Italian fashion
 Italian cuisine
 Il divario Nord-Sud
 L'immigrazione
 L'ascesa del Fascismo
 Caravaggio
 Roman Empire
 Leonardo Da Vinci
 Colosseum
 Ferrari
 Silvio Berlusconi

Task 2- Part 2

On average, many candidates responded well to the follow-up questions asked by the Teacher/Examiner and demonstrated critical thinking. In some centres exams were very well conducted.

In some centres candidates and teachers-examiners allowed their discussion to be exceptionally general with no particular focus. In some cases, it was evident that teachers-examiners had not read the RP3 form or were not aware of the candidate's research project in advance of the exam

(this was particularly evident for visiting examiners). This resulted in awkward pauses and in questions generally lacking breadth in Task 2.

Some examples of bad questions:

- Parlami della moda italiana/ dell'immigrazione/ d...
- Esponimi la tua ricerca.
- Parlami della tua esperienza di immigrato/a.
- Ti trovi meglio in Italia o in Inghilterra?
- Ti piace la Ferrari?
- Preferisci il cibo italiano o inglese?

Interaction

It was not unusual for a candidate to reach a score of at least 4, and very often 5 or 6. Nor was interaction a problem in part two of the test.

Responding to written language in speech

For many candidates, this section of the oral test which carried **12 marks** and referred only to the presentation, was the most difficult and daunting part of the whole oral examination. Marks were lost in part for not quoting sources or quoting only one source and/or by giving a summary of sources used, without expressing a considered opinion.

Accuracy and range of language

Accuracy was not generally a problem, most candidates demonstrated good or excellent skills. Despite language errors, most students were comfortably within the band 7-9.

Some weak points observed were:

- Correct use of articulated prepositions
- Confident and accurate use of the subjunctive mood
- Agreements of gender/number

Knowledge and understanding of Italian-speaking society and culture

Most students achieved a commendable mark in this section of the oral test; many being awarded a score of at least 9. Candidates embraced the wealth of cultural background information with obvious enthusiasm, and they are to be congratulated, in many instances, on the richness of detail in which they were able to present their views in both part one and part two of the test. There was a feeling, however, that in some instances the research question or statement lacked cultural and intellectual depth and rigour.

Conduct and administration

Overall, the exams were well conducted.

Most candidates spoke spontaneously, showing a good knowledge of Italian society and culture and their research projects were examples of outstanding work.

The following suggestions may help to improve the conduct of the exam.

Task 1

- **Task 1 Part 1:** Students should give succinct answers to Q1 and Q2; there should be **at least one** follow-on question relating to the sub-theme of the stimulus card for Task 1 part 1.
- **Task 1 part 2:** must **move away** from the sub-theme of the stimulus card and cover at least one other sub theme within the same **overall** theme.
- Keep **focus** on Italian world in Task 1.
- Teacher-examiners' responses should be kept to a **minimum**.
- If the examiner asks if there is anything the candidate wishes to ask him/her, this is **not** credited in interaction.
- **Comparison** with other societies should be strictly limited to avoid drifting into irrelevance in terms of the Italian context.
- The **timing** of Task 1 is recommended to be 6-7 minutes.

Task 2

Two minutes is the time limit for the presentation in Task 2 Part 1.

- **Task 2 (Part 1)** in the presentation the students must provide a **summary** of at least **two** of the **Italian** written sources they have used as part of their research, outlining the **authors' main points/ideas** and giving a **personal response** to what they have read.
- Teachers/Examiners should refrain from interrupting the candidate's presentation before the two-minute mark with interjections or questions.

*Source references listed on the RP3 form were often too general or lacked specificity. Teachers must ensure that candidates complete this section in full, with detailed and appropriately referenced sources **in Italian**. Quite a few candidates also listed sources in English.*

- **Task 2 (Part 2)** the teacher-examiner should use the **key findings** and list of sources on the Independent Research Form (RP3) to help the candidates formulate their own ideas.
- When conducting the examination teachers-examiners should only **move** to another key finding when the student appears to have no more to say.
- It is possible that the conversation could develop naturally and digress from the bullet points which is acceptable
- **The timing** of Task 2 is recommended to be 10-11 minutes (2 minutes presentation- 8-9 minutes discussion)

Administration

Timing

Task 1: 6 to 7 minutes (recommended)

Task 2: 10 to 11 minutes (recommended)

Total assessment time: 21 to 23 minutes, (16 to 18 minutes of speaking plus 5 minutes' preparation time for Task 1).

The timing of the assessment begins with the student's first utterance in relation to Task 1.

Once the maximum stipulated assessment time has passed (18 minutes) examiners will turn off the recording device at that point.

Students will not receive any marks for any conversation that takes place beyond the maximum time allowed.

Forms and documentation

The following items should be upload to **LWT**:

- MP3 recording.
- A Level Italian RP3 form – to provide information for Task 2.
- CS4 – candidate speaking authentication sheet – declaration and authorisation form signed.

Recording

- Place the microphone **closer to the candidate** and not the teacher.
- Conduct the exam in a **quiet room**.
- Use the **best quality** recording equipment that is available.
- Record the candidate exam as an MP3.

Final comments

Congratulations to teachers and candidates!

Overall, a good number of the exams assessed for this series were conducted correctly. Many candidates responded well to the questions asked by the Teacher/Examiner and were able to demonstrate good knowledge of the topics studied; some candidates also showed the ability to successfully summarise the findings of their research in the two minutes allowed, as well as refer to the sources used. Some candidates managed to also critically analyse the sources read and provide insightful opinions on them.

NB: Unfortunately, there were centres in which the teacher-examiner was not aware of how to conduct the exam and did not understand the timing for each part of the exam. These cases unfortunately impacted on the grades of their students.

Although it is anticipated that most students would prefer orals to be conducted by a teacher in their Centre, Pearson offer an **Oral** service **online (ROES)** for not taught students. Please refer to the administrative support guides on the relevant language qualification pages for more information. These appear under the 'Forms and Administration' section.

