

Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE

11N0 Paper 3F

Foundation tier: Reading and understanding in
Italian

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Summer 2025

Publications Code 1IN0_3F_2506_ER

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Introduction

GCSE Italian paper 1IN0 3F is assessed by means of a forty-five minute examination. During this time, candidates are assessed on their understanding of written Italian across a range of different types of texts. The paper draws on vocabulary and structures across all of the themes. The assessment consists of 10 questions and the total mark for the paper is 50 marks.

Section A has six questions set in English, two of which are questions based on literary extracts. Section B contains three questions set in Italian.

Section C contains one translation passage from Italian into English.

Texts for individual questions within the assessment use high-frequency language and vary in length, including both short and longer written passages. Texts include authentic sources that introduce more complex language and unfamiliar material. Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level.

Most entrants at this level achieved some success on questions with English prompts which required the recall of familiar vocabulary items from the list provided in the specification and many candidates were able to gain at least some marks on the translation into English task. However, candidates were less successful on questions which required processing or interpreting meaning and although the literary texts and questions with rubrics in Italian proved accessible to those achieving higher scores on the paper they were more problematic for some candidates.

Question 1

This question required candidates to read information about morning routine and select the person to whom the statements that followed the text applied. Most candidates found this question very accessible as it contained very familiar vocabulary items from the list provided in the specification. Most candidates scored 4 or more points from the 6 available.

Some candidates confused the answers to parts (d) and (f) and these proved to be the most challenging parts of the question.

Question 2

This question required candidates to choose words from a box to complete sentences related to a text about Alessandro Cattelan, an Italian celebrity. Less successful candidates found this type of gap-filling question challenging. Errors were often made at random, which indicates that some candidates seemed to guess an answer, perhaps without carefully reading the text. It was pleasing to see that most candidates selected words/phrases from the box for their answers but there were a few made-up answers, and candidates should be reminded of the importance of following the instructions here. Candidates do however need to think about the syntax of the sentence in English to ensure that their choice of answer fits the sentence.

Candidates generally scored 3 marks or more from the 5 available. Parts (a), (d) and (e) proved to be the most accessible for candidates. In part (b) many candidates did not seem to know *maggio* and answered 'March' instead. In part (c) some candidates chose 'separated' rather than 'married', suggesting that they did not know *sposato*, even though this vocabulary is very frequently taught.

Question 3

This question required candidates to read an extract from a website about courses at the University of Perugia and answer questions in English.

Part (a) proved to be accessible for most candidates although in part (i) a few lost the mark as they were not specific enough in their answer, giving responses like 'students'.

In part (a) (ii) many candidates did not know the word *mese* and they gave incorrect answers as a result, with some choosing implausible answers such as 'a minute' or 'an hour'. In (a) (iii) many candidates lost marks as they were not specific enough or they wrote answers that were incorrect, such as 'a presentation'. Almost none of the candidates answered 'an interview' suggesting that they did not know the word *colloquio*. However this was not an issue as this was only one of the alternative answers to this question.

In part (b) (i) most candidates correctly answered 'art' or 'music' while in (b) (ii) most conveyed the idea that the courses run for a reduced period and that is why there is a discount. A few candidates did not read the question properly and wrote '25%' but that was not what the question was asking.

Question 4

Here candidates were required to read an extract from a literary text, *L'omino anticipato* by Carlo Collodi and select an answer from the four options available. The majority of candidates were able to score some points on this question. The most accessible parts were parts (i) and (iii) as candidates clearly recognised high-frequency vocabulary here. For part (ii), less successful candidates appeared not to know the vocabulary for describing hair length and style. In part (iv) some candidates missed 'ma a Gigino non piace essere un bambino' and focused on the next part of the text, i.e. 'se qualcuno gli chiede l'età, di solito risponde...' and incorrectly chose A instead of B. Part (v) was the most challenging part as candidates had to infer meaning.

Question 5

In this question candidates were required to read an article about school in the past and answer questions in English. The majority of candidates managed to score at least 1 point but few scored all 3 points. In part (a), most candidates correctly answered that students walked to school or went by bicycle. A few answered '40', clearly indicating that they had not read the question properly. The question was 'how' and not 'how many'. In part (b) many candidates lost marks as they gave generic answers such as 'to keep discipline' instead of focusing on class size. In part (c) many students did not know the word *pagelle* and gave wrong answers such as 'a letter' and many wrote 'school materials', presumably drawing on the word *materia* in the text.

Question 6

In the question candidates were required to read an extract from a literary text, *La babysitter* by Giulia Sara Miori and answer questions in English. This proved challenging for many candidates and most scored a maximum of 2 points from the 4 available. In part (b) some candidates answered that she wanted to check the pay or the working hours but that was incorrect. Part (c) was straightforward for many of candidates who correctly answered 'have time to study' but some focused instead on accommodation but this was not correct as it is not what taking the job would allow Emma to do. In (d) many candidates answered correctly but some lost the mark as they wrote 'take Emma to school', not realising that Emma is the babysitter and not the child. There were also some blank responses in this question and while candidates may not know a response, they are advised to at least have an educated guess based on the context of the question, as leaving a blank space will never be given any credit.

Question 7

In this question candidates were required to read a text about The Six Nations sporting event and then select words from a box to complete sentences related to the text in Italian.

Many candidates found this question challenging, with many only picking up 1 or 2 points.

Some candidates showed a lack of awareness of syntax and grammar here and all parts showed responses where candidates seemed to be simply guessing the answers.

In part (a) while most candidates selected the correct answer, *più*, some opted for *meno* while others chose a random word from the box. In part (b) many chose *mese* instead of *anno*. Part (c) appeared to be the most accessible with most candidates correctly choosing *finisce* as the answer. For part (d) many candidates opted for *una partita* instead of *il torneo*. In part (e) many chose *la Scozia*, while the correct answer was *l'Inghilterra*, as they appeared to miss *eccetto la Scozia* in the text.

Question 8

This question was a multiple choice exercise that required candidates to read a review of a restaurant in San Marino and choose an answer from the four options available. Here candidates generally scored 3 or 4 points, some perhaps as a result of guess work but some as a result of being able to recognise lexical items that appeared in the text. In part (i) some candidates chose the correct answer, presumably as *amici* is mentioned in the text and in parts (ii) and (iii) most showed a good knowledge of the vocabulary listed in the questions. Part (iv) was the most challenging part as some candidates struggled to distinguish between the wording of the text, *anche se c'era già tanta gente quando siamo arrivati* and answer D, *non c'era tanta gente* and incorrectly chose this option. Part (v) was generally correctly answered with many candidates being able to make the link between *telefonando* in the text and *chiamare* in the question.

Question 9

This question required candidates to read information about Italian islands and then choose the correct island to complete the sentences related to the text. Here, the majority of candidates scored at least 3 points as they were able to identify key vocabulary items from the text and the questions. Most scored the points in parts (a), (d) and (e) while parts (b) and (c) proved to be more challenging. In part (b) some candidates did not appear to recognise *alcune a pagamento ma altre libere* and answered 'San Pietro', presumably as it mentioned the word *spiagge* in the text. In part (c) some candidates did not seem to recognise the seasons *primavera* and *inverno* in the text about Capri and incorrectly guessed one of the other answers.

Question 10

Here, candidates were required to translate a passage of Italian into English, on the topic of school trips. This question worked very well and the whole range of marks was represented, with the majority of candidates scoring 4 or more points. Candidates tried hard to make sense of the passage and there were many successful attempts.

Most candidates were able to successfully translate *Secondo me le gite scolastiche sono fantastiche*, although a few did not know the meaning of *gite scolastiche* and translated this as 'school' or 'school activities'. Most also were able to translate *Adoro passare del tempo con gli amici*. Most candidates were able to correctly render *L'anno scorso siamo andati a Bologna* but some translated *l'anno scorso* as 'last summer' or even 'last week' while a few candidates thought that it was referring to the future instead of the past. *Abbiamo visitato molti posti interessanti* also proved accessible with most candidates being able to translate the idea but some translated this as 'I visited' instead of 'we visited' and some left out the translation of *molti*. The word *regali* was problematic for some candidates, as was the phrase *all'estero* in the final sentence and a significant number of candidates did not manage to translate this correctly. They wrote answers like 'somewhere else' or 'on holiday' instead of 'abroad'.

A few candidates left gaps or only translated the first couple of sentences. While most candidates managed to convey at least some of the meaning of the passage, a small number struggled to render meaning and used incorrect time frames or made up random sentences that were not connected to the text. Although less commonplace than in previous series, there were still a few responses with a large number of gaps or that were completely blank and candidates are advised to attempt the whole question as they can receive marks for partial communication, even if they do not understand the whole passage.

Paper Summary

Based on their performance in this paper, candidates are offered the following advice:

- Candidates should read all questions carefully, paying particular attention to the question words.
- Candidates must remember that, in the multiple-choice questions, most alternative incorrect options will contain an element of distraction, such as a word or phrase candidates will have read. Learning to look for these can be a helpful skill.
- Candidates must ensure that their translation reads naturally in English. It is often not possible to translate word-for-word from the original Italian text. There will probably be unknown words, or even whole sentences, in the translation. Candidates should translate the words they do know and then make a sensible guess at the unknowns from the context.
- Candidates need to proof-read what they write and run a 'sense-check'.

- Candidates must answer all questions and not leave blank spaces. An educated guess may get some credit but a blank space will not.
- Candidates must remember to be careful with handwriting and to present their work neatly.

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