

Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE

11N0 Paper 4H

Higher tier: Writing in Italian

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 2025

Publications Code 1IN0_4H_2506_ER

All the material in this publication is copyright

© Pearson Education Ltd 2025

ITALIAN GCSE PAPER 4H: Writing in Italian (Higher Tier)

For this paper questions are set in common contexts, addressing a range of relevant contemporary and cultural themes.

They are organised into five themes, each broken down into topics and subtopics. The five themes are: Identity and culture, Local area, holiday and travel, School, Future aspirations, study and work and International and global dimension. The assessment tasks feature general content that is familiar and accessible to all candidates.

Candidates are required to produce responses of varying lengths and types to express facts, ideas and opinions in Italian. The length of each response required and complexity of language increases across the paper.

Recommended word counts are specified for each question. Candidates will not be penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullet points although a piece that is too short will be self-penalising.

All questions are marked against the assessment criteria as published in the current specification. The instructions to students are all in Italian, but question titles are in English. The use of dictionaries is not permitted.

The assessment time for paper 4H is 1 hour and 20 minutes in length and it carries 60 marks. The paper consists of two questions and one translation from English into Italian. Students must answer all questions.

Question 1 has two options, from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest and convince the reader about a certain point. This question is set using the informal register. This question is common to the Foundation tier.

Question 2 has two options, from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions and interest or convince the reader. This question is set using the formal register.

Question 3 is the translation question. Students are required to translate a short paragraph from English into Italian. The individual sentences are ordered by increasing level of difficulty.

Question 1(a)

Q1(a) required candidates to write an informal article about eating out. They had to address the four bullet points and produce between 80-90 words in Italian. The question had to be answered using past, present and future time frames.

At Higher level this was the more popular of the two options and it was very well answered by candidates who chose it. This is clearly a topic that candidates had prepared well before the exam. Verb tenses were generally good, and candidates managed to answer all bullet points well. They were also able to justify their ideas using a variety of adjectives and opinions. A few candidates wrote about what they would like to eat for their birthday in the future as opposed to where they would like to eat so they did not fulfil the requirements of the task fully. Candidates are advised to read the bullet points very carefully. There were a few candidates who struggled with verb conjugation, particularly when using the past tense, with incorrect use of the auxiliary verb or wrong agreement with the past participle.

Question 1(b)

Q1(b) required candidates to write an informal email about cinema and television and they had to write 80-90 words of Italian. The question had to be answered using past, present and future time frames.

At Higher level this was slightly less more popular than Q1(a) and this is also a topic that has been well prepared as the question was answered very well by most candidates. Candidates were better able to express ideas and opinions more elaborately and successfully than those who did this question on Foundation, as is to be expected. Again, there were a few candidates who struggled with verb conjugation, particularly when using the past tense with incorrect use of the auxiliary verb or wrong agreement with the past participle.

A few candidates did not explain why they prefer to watch television or go to the cinema and stated their preference without a justification. This did not fulfil the requirement of the task.

Candidates are reminded to read the bullet points very carefully and plan their answer before writing.

Question 2 (a)

Q2(a) required students to write a formal article about life as a famous person. They had to address the four bullet points and justify their ideas and opinions. They had to produce between 130-150 words in Italian and the question had to be answered using past, present and future time frames.

Q2(a) was slightly more popular than Q2(b) option and it was answered well by most candidates. Many showed a broad range of vocabulary and structures in their response.

Most were able to give details of a typical day. Many showed excellent knowledge of daily routine vocabulary as well as a solid command of the present tense, including reflexive verbs. They also showed the ability to narrate and describe and many wrote a very lengthy response to the first bullet point. While this is not an issue, it is also not required, and some candidates made more errors the more they wrote. Many candidates were

able to describe how they became famous and there were some very good descriptive and creative responses.

Most candidates were able to express advantages and disadvantages of being famous, but some only wrote about either advantages or disadvantages and lost credit for not fully covering the bullet point. Most were able to express future plans successfully to answer the final point.

Many candidates showed a good command of grammar although there were some issues, especially with incorrect use of the auxiliary verb or wrong agreement with the past participle when using the *passato prossimo*.

A few candidates did not answer the bullet points in order and while there is no requirement to do so, it is advisable so that candidates do not forget to come back to the point, which is possibly what happened to some candidates here who omitted bullet points.

A few candidates also got confused with the formal register and wrote the first two bullet points about a female they knew as they did not recognise the formal *Lei*.

Question 2 (b)

Q2(b) required students to write a formal article about a school event. They had to address the four bullet points and justify their ideas and opinions. They had to produce between 130-150 words in Italian and the question had to be answered using past, present and future time frames.

This was slightly less popular than Q2(a) and candidates who chose this were able to cope with the demands of this question and all bullet points were generally answered well.

Most candidates were able to give information about a school event in the past. Many responses were about a school trip, and this was acceptable. A lot of candidates wrote about a concert or a sports event.

A few candidates failed to recognise that this was supposed to be written in the past and used the present tense instead. Candidates must read all the bullet points very carefully before writing their answer.

Candidates were generally able to use a variety of structures to give their opinion of the event and opinions were generally well justified. Some candidates did however struggle with using *piacere* in the *passato prossimo*.

Most candidates were able to give ideas as to how this event could be improved in the future, giving suggestions such as the event could be more inclusive or have a wider range of activities. However, a few candidates got confused when trying to use the impersonal *si* in their answers.

Most candidates were also able to express what school event they would like to participate in in the future and why.

Candidates were generally successful in manipulation of language although a few struggled with the *passato prossimo* and the conditional, especially with irregular verbs. A few candidates also got confused with the formal register and wrote the first two bullet points about a female they knew as opposed to writing about themselves.

Question 3

Q3 required students to translate a short passage of four sentences from English into Italian. The passage was about part-time work.

Most candidates were able to translate most of the passage successfully. Some surprisingly struggled with items of vocabulary such as 'more' and 'in order to' and many wrote *l'anno scorso* instead of *l'estate scorsa*.

There were a few problems with the conjugation of *piacere* in the *passato prossimo*, although some candidates avoided this by using the imperfect tense. When translating 'I had to work ten hours a day every weekend', some candidates simply wrote *ho lavorato* instead of *ho dovuto lavorare* and others left out the 'a day'. These omissions meant that the passage was not fully communicated. Most candidates were able to express 'I will have to' in the last sentence but some did not know the verb *guadagnare* and instead used *avere*, which did not quite have the same meaning.

A few candidates left blanks where they did not know a word or phrase and they would be strongly advised to attempt all of the passage as blank spaces do not result in marks!

Paper summary

Standards at Higher level appeared to be similar to last year, although the translations were not quite as precise in general, with less attention to detail compared to previous years.

The level of response was generally very good and candidates seemed to have covered the topic areas well.

Grammatical awareness and accuracy were better than at Foundation level but there were many instances of careless mistakes and inaccurate verb formation, and candidates are advised to read over their work carefully and check it.

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.
- Read the question very carefully and consider what each bullet point is asking you to write about *exactly* before writing your answer.
- In Q1 and Q2, only attempt one of the two options, i.e. part (a) or part (b). Choose the option that will suit you best and plan your work carefully.
- Answer each of the bullet points in order.
- Write a separate paragraph for each bullet point, as this will help you check that you have covered all of them in detail.

- Leave enough time to check your work carefully at the end of the exam.
- Try and use a variety of grammatical structures, verb tenses and time markers and vocabulary to avoid repetition.
- In Q3, try and translate every word, including what might appear to be minor words.
- Write your answers on the correct pages of the answer booklet. If you find that you have written, for example, part of Q2(b) on the page for Q2(a), then 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. The same applies if the answers are continued on extra paper.
- Ensure that your handwriting is as neat as possible. This year there were many instances of responses that were virtually illegible.