

ITALIAN

<p>Paper 0535/01 Listening</p>
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Key messages

- It is not necessary for candidates to write full sentences in answer to the questions.
- Some candidates need to be more aware of the number of boxes ticked in **Question 16**. A few candidates ticked only four boxes instead of the six required.
- Some candidates seemed not to be aware that the task for **Questions 17–21** requires only the word(s) in bold to be replaced.

General comment

A lot of candidates performed very well in this series.

The paper presented texts with increasing length and level of difficulty. Most candidates could answer the questions in **Part 1** and **Part 2** quite well, but **Part 3** presented more of a challenge and a wider range of performance could be seen there.

There is no quality of language mark on the paper and answers are marked for communication only. Language affects credit only in cases where it impedes comprehension or clarity.

Questions requiring a written response are generally worded in a way to elicit a short answer. Answering in full sentences is not necessary. Redundant material does not affect credit, unless it highlights lack of comprehension or makes the answer wrong.

There were still a handful of candidates who ticked four boxes instead of six for **Question 16**, but the instances of invalidating additions to **Question 17–21** were fewer than in past series.

Candidates should be encouraged to read the questions carefully and take account of all details (e.g. *A che ora/da che ora; dove/quando*). They should also be trained to give short, straight answers as redundant material could be on occasion invalidating. Also, when a question can be answered by a number, it is fine to give it in digits and NOT to follow up with the word version as this practice can lead to a loss of marks if the two elements do not match.

Comments on specific questions

Section 1

Exercise 1

Questions 1–8

Candidates of all abilities were able to recognise most of the 8 items from a short conversation and to choose the correct option from the four visual ones for each item. The few incorrect answers concerned mainly **Items 2, 4 and 6**.

Exercise 2

Questions 9–15

This exercise was based on a longer passage, a message to a group of students. The task was multiple choice of visual options or writing numbers. Most candidates did well on this exercise though there were some for who offered 8:04 or 8:40 for “*otto e un quarto*”.

Section 2

Exercise 1

Question 16

This exercise was based on statements by four young people talking about sport. Candidates were expected to select six correct statements out of twelve. Most candidates were able to identify at least five of them. Some candidates lost marks by only ticking four statements instead of six.

Exercise 2

Questions 17–25

This exercise was based on an interview with a boy talking about his experience in China.

The first part (17–21) asked candidates to correct an inaccurate detail in each of the answers provided. The incorrect detail was clearly indicated in bold. Having accepted *“il capitale”* as well as *“la capitale”*, the item which proved most challenging was *“preoccupati”*.

The second part (22–25) required candidates to write their answers. Candidates varied in performance on this question; there were many correct answers but some candidates clearly found the text challenging and/or found it difficult to word their answers.

Section 3

Exercise 1

Questions 26–31

This exercise was based on the interview with Marta, a singer-songwriter. The format of the questions was multiple choice, with four written options.

Many candidates were up to the challenge of this exercise and answered well, but there were some whose language competence was rather stretched by the task and misunderstandings were common, e.g. *“per Marta le parole sono più importanti della musica”*

Exercise 2

Questions 33–42

The final exercise was based on an interview with a young chef. Candidates were expected to write their own answers in Italian and the text was a more complex one. In spite of this, many candidates gave correct answers.

Question 33 proved fairly challenging and some candidates lost marks over the spelling of *“tecnica”* (even though *“techniche”* was accepted as it met the “sound right” criterion).

Question 35 asked about the time of lunch and a number of candidates found it quite difficult to get the correct answer, with some only writing 12:30.

Question 37: A number of candidates were unfamiliar with the word *“stranieri”* and attempts to transcribe it were not always successful.

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<p>Paper 0535/02 Reading</p>

Key messages

- Candidates should keep answers brief and focused, while ensuring that they have included all relevant elements that are necessary to answer the question.
- Candidates should not lift large chunks from the text and should demonstrate that they have understood the question and are able to locate and communicate the correct answer.
- Where candidates introduce extra, irrelevant material, particularly in the terza parte, this will often invalidate an otherwise correct answer as it may not be clear what the candidate has understood.
- Candidates are advised to familiarise themselves with the style of the paper and its various sections and exercises (through practice of specimen and past papers).
- All sections should be attempted and candidates should, where possible, ensure that they leave themselves time to check that they have both completed all questions and checked their answers for accuracy.

General comments

Candidates seemed mostly very well-prepared and the ability of the candidates was often strong. Almost all candidates attempted all questions and texts were accessible to candidates.

Comments on specific questions

Prima parte

Esercizio 1 Domande 1–5

Most candidates answered questions in this section well, demonstrating familiarity with the items of vocabulary tested. The answer for **Question 1**, *piscina*, was identified by all candidates. In **Question 2** most candidates correctly chose the picture of a fish, although sometimes candidates opted for the picture of a peach. **Question 3**, *corso di cucina*, was answered successfully by almost all candidates, whereas **Question 4** saw a small number of incorrect answers for the cold picture (instead of hot – *domani fa caldo*). **Question 5**, *tua madre ti regala un cappello*, proved challenging for some candidates who incorrectly chose **A** (a coat) instead of **C** (a hat).

Esercizio 2 Domande 6–10

Most questions in this exercise were answered successfully. **Question 6** was very well answered (*Daniele legge un libro*), and **Question 8** was also generally answered well. **Questions 7** and **9** were more challenging for some candidates, with **Question 10** (*Vittorio dipinge un quadro*) only answered correctly by the strongest candidates.

Esercizio 3 Domande 11–15

Many candidates performed well in this exercise, locating the correct answers from the multiple choice options. However **Question 13** was not always answered well and a significant number of candidates incorrectly answered **Question 14**, choosing *in autobus* instead of *a piedi*.

Seconda parte

Esercizio 1 Domande 16–20

Many candidates performed well in this exercise in which the ability to locate the correct meaning in the text and transfer this to the statements was being tested. *Vecchio* (instead of the correct answer, *nuovo*) was occasionally given in **Question 16**. More often, mistakes were made in **Question 18**, with *gratuita* in place of *ridotta*, and in **Question 20**, with *raccomanderanno*, instead of *ricorderanno*. **Question 19** was usually answered well.

Esercizio 2 Domande 21–29

Generally, all questions in this exercise were well-attempted, with most candidates demonstrating understanding of the majority of details of Daniela's circumstances. Some candidates found **Question 23** challenging, but most were able to locate the correct answers.

Question 28 (*perché Daniela non riesce a studiare?*) was the most challenging question in this section. Candidates gave a variety of incorrect responses, although where candidates had given an answer similar to *perché non sa che cosa fare*, even with extra material, as long as this was not contradictory, credit was given. A response of merely *perché non riesce a concentrarsi*, with no further detail was not credited as it was not evident that the candidate had demonstrated sufficient understanding.

In **Question 29** some candidates explicitly stated that her parents **said** to Daniela that she studies for hours and hours which was not the information given in the text.

Terza parte

Esercizio 1 Domande 30–34

Many candidates correctly chose the 3 false and the 2 true statements. Where candidates made errors, it was often in **Questions 32** and **34**.

Most candidates answered **Question 30** correctly. However, a small number of candidates only gave the information that Marco started to dance at the age of one, with no reference to when this was in relation to learning to walk (which was the point of the correction). A few candidates answered **Question 31** incorrectly by stating that the *ballerini di strada* only inspired Marco (again, missing the point of the correction, which was to state that they were his 'greatest' inspiration – i.e. not his teachers, who also motivated him).

A small number of candidates merely changed the statement to the negative (... *non è difficile*) in **Question 32**, and could not be credited.

Esercizio 2 Domande 35–41

Most candidates were able to give a correct answer to **Question 35**. **Question 36** (*da piccolo, perché ha chiesto a sua madre di aiutarla?*) needed to include the fact that Sofia wanted to know/learn how computers worked and/or that her mother was a computer specialist.

Questions 37 was generally answered well. **Question 38** proved problematic for many candidates who answered unsuccessfully, mostly by stating that the course was only for boys, or that the girls could not participate.

Question 39 was answered well by most candidates (*il canto/cantare*). **Questions 40** and **41** were answered generally successfully, although a number of candidates found these more challenging.

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<p>Paper 0535/03 Speaking</p>

Key messages

- Examiners should prepare for the examination carefully and ensure they are familiar with the format and the requirements of the mark schemes.
- It is not necessary for a candidate to be of native speaker level to achieve full marks.
- The role-play cues should be carefully followed as written in the Teachers' Notes booklet.
- Examiners should consistently ask questions to elicit the past, present and future tenses in both the topic and general conversations.
- Examiners should follow the timings of each section of the exam as stipulated in the Teachers' Notes booklet.

General comments

Overall, the candidates performed well and the Examiners had understood the format and the requirements of the exam. In the role-plays, although most Examiners followed the printed cues, some Examiners improvised the scenarios and modified the cues or missed out tasks. This limited the marks of some candidates. In the conversation tests the majority of Examiners gave the candidates the opportunity to show their best language ability. Questions were pitched at the right level and examiners responded naturally to the candidates' answers.

Each section of the exam should be covered as set out in the Teachers' Notes booklet as omission of any part can seriously impact a candidate's mark. To allow candidates to achieve a mark of above 6 on scale (b), linguistic content, Examiners must ask questions that elicit past and future tenses in both conversation sections.

Clerical checks

The addition of marks and the transfer to the MS1 mark sheet/computer print out was done well and there were only isolated errors.

Cover sheet for moderation sample

The cover sheet for the moderation sample, which can be found at the back of the Teachers' Notes, provides a checklist to ensure that all required examination materials and documentation are correctly completed and submitted. The majority of Centres completed the cover sheet.

Sample size

All Centres submitted a correct sample and Centres with more than one Examiner included recordings from each. The requirements for selecting the sample are set out in the Teachers' Notes booklet.

Recording quality and presentation of samples

The recording quality was generally good and both the Examiner and the candidate were clear and audible. There were some isolated cases of Centres sending blank CDs or inaudible recordings. The microphone should be positioned in such a way as to favour the candidate and a test of recording quality should be carried out prior to the exam.

Internal moderation in Centre

The Centres with large numbers of candidates, which had been given permission to use more than one Examiner, followed the procedures well. Measures had been put in place to ensure consistency across the Centre and a representative sample of both the Examiners and the range of the Centre was sent.

Duration of tests/missing elements

The timings are stipulated in the Teachers' Notes booklet and most Centres followed them. In some instances conversation sections were either too long or too short: they should each last approximately five minutes.

Application of the mark scheme

The majority of Examiners applied the mark scheme consistently and fairly and no adjustment was required. Adjustment was required in the following cases:

- Marks were awarded for role play tasks that were omitted or not completed
- Native speaker candidates were marked too severely
- Sections of the exam were missing
- Candidates were not given the opportunity to use both past and future tenses in both conversation sections.

Comments on specific questions

A role plays

The A role-play is designed to be less challenging than the B role-play. Most candidates used the cues well to complete the tasks. In some instances Examiners changed or omitted tasks.

B role plays

The B role-plays included both unexpected questions and the requirement to use a different tense. Most Centres followed the cues carefully and gave the candidates the opportunity to gain credit for each task.

Topic presentation and discussion

The topic presentation and discussion combined should last approximately five minutes. If the section is too short, candidates may not be able to demonstrate the full range of language to maximise their mark.

Candidates are invited to speak on their chosen topic for up to two minutes. If the candidate talks beyond the two minutes, the Examiner should interrupt with a suitable question to initiate a conversation. A range of topics were chosen including holidays, pastimes and family. Some candidates chose 'myself' or 'my life' which were not suitable topics as they limited options for the general conversation.

The conversations should be spontaneous and candidates should not learn a set of answers. If the conversation does not develop naturally and spontaneously the number of marks a candidate can achieve is limited.

It is essential that Examiners ask questions to elicit both past and future use, otherwise a candidate's mark would be limited to 6 on scale (b), linguistic content.

At the end of the topic presentation and discussion Examiners should indicate the transition to the general conversation with a phrase such as 'ora passiamo alla conversazione generale'.

General conversation

In the general conversation the Examiner should cover a minimum of 2 or 3 topics which are different to the presentation topic. The Examiner should ensure a range of topics across the candidates. Generally, a good range of topics was covered and Examiners graded questions carefully and allowed candidates to feel comfortable whilst also showing the full range of language that they could use. Centres are reminded of the

need for a candidate to use both past and future tenses to access a mark of 6 or above on scale b and Examiners should ensure that they ask a number of questions to elicit each tense.

As stated in the Teachers' Notes, this section of the exam should last for up to 5 minutes. Most Centres followed this requirement. Deviation from this time, particularly if this section is too short, may limit the number of marks that a candidate can achieve

The best candidates responded to the Examiner in a natural and spontaneous way, demonstrating excellent comprehension skills, a range of vocabulary and the ability to use a range of tenses and to manipulate language. Candidates did not need to be native speakers to achieve the higher marks.

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Paper 0535/04
Writing

Key messages

- Candidates should read the questions carefully.
- On **Question 2** and **Question 3** candidates should address each bullet point clearly and explicitly.
- Candidates should be discouraged from introducing extraneous or irrelevant material into their answers.
- Candidates should check their work carefully.
- Candidates should ensure their handwriting is legible.

General comments

The overall standard of the responses on this paper was very high and most candidates were well prepared for the paper. The strongest candidates showed a very good command of the language, expressing themselves fluently and using a variety of sophisticated vocabulary and structures. Other candidates whose command of Italian was not as secure, made the most of their ability by sticking to language items with which they were familiar, identifying the correct tenses to use in each part of their response, and addressing each part of the question explicitly. Other candidates appeared to prioritise word count over answering bullet points and this had an impact on the content. Many candidates were clearly speakers or learners of Spanish and language interference was noticeable. There were a few very poor performances from candidates who had a weak grasp of the language. In some cases, candidates clearly had some Italian knowledge but their spelling and command of the written register of the language were not really sufficient to meet the challenges of this paper. Stronger candidates were able to demonstrate their range and variety of language in Question 3 in particular, while weaker candidates produced more limited work.

Comments on specific questions

Question 1

List of things the candidate might see in his/her bedroom

The majority of candidates were able to list five words which were recognisable as things that might be seen in their bedroom. Some tolerance was allowed in terms of accuracy of spelling and gender (e.g. *tavolo* or *tavola*) and 'sound-alikes'. However there were many instances of *lampa* instead of *lampada* and *televisione* instead of *televisore*. Some candidates gave too many items of clothing and only one item was accepted in the list. However, some words were not considered correct because they were either too vague or not relevant to the task and did not represent things that could be found in a bedroom (e.g. *insegnanti*, *cantanti*).

Question 2

Description of a typical Monday morning

There were many detailed answers here which gained full credit for communication. Candidates addressed bullet point 1 well (writing about any relevant factual detail of daily routine on a Monday). Unfortunately, many candidates spent too much time on this bullet point and so were not able to answer fully some of the others. Many candidates described a Monday morning they had experienced and therefore used a past tense instead of concentrating on the use of present tense for a typical Monday morning. Not all candidates successfully addressed bullet point 2, and the question about *where do you prefer to eat* was often interpreted as *what do you prefer to eat* and these answers could not be credited. When describing the place they liked to eat, some candidates appeared to use a poor translation from the English word *canteen*, and gave *cantina* (*cellar* or *tavern*). As any factual detail is not considered in marking, this word still allowed

candidates to gain credit. The mark scheme for language allowed most candidates to score well here, even when they had made a number of quite basic errors.

Question 3

(a) The use of internet

This was the second most popular choice in this section of the paper. Most responses were fluent and detailed, and most candidates followed the bullet points closely. Some candidates followed the recommended word limit very closely and only just wrote enough to get full content and verb marks, whilst others wrote well beyond the lower word limit and so could be credited for the additional content. This was evident especially with bullet point 5 which was sometimes extended and allowed candidates to score a better mark for OLF compared to the simple repetition of the question (e.g. *credo che internet sarà importante nel futuro.*) Most of the responses to the first and second bullet point were written in one long sentence (e.g. *ieri ho passato due ore su internet guardando un film*). However candidates who tried to create two separate sentences generally used language more effectively in terms of communication and verbs as they used more complex vocabulary. Most candidates found this bullet point the hardest of the five as it required more complex vocabulary. The candidates who had a wide vocabulary managed to answer with very convincing and interesting ideas. Stronger candidates used a range of accurately formed verbs and showed ambition in attempting more complex structures. These candidates used accurate expressions of opinions such as *piacere credere che, pensare che*, whilst on many occasions weaker candidates demonstrated their difficulty in conjugating *piacere* correctly (e.g. *“ho piaciuto guardare i foto su Instagram”*).

(b) Healthy lifestyle

This was the most frequently chosen option in this section of the paper. Some candidates tried to include a wide and complex range of vocabulary about healthy lifestyles, especially when answering bullet point 4. On the whole, candidates dealt with the first bullet point very well. Most candidates said that they did some sporting activities such as playing football or going to the gym. However, a lot of candidates forgot to use the past tense and answered in the present tense. Another issue here was the incorrect use of prepositions (e.g. *ho giocato calcio* instead of *ho giocato a calcio* and *sono andato alla palestra* instead of *sono andato in palestra*). Those who answered bullet point 1 using such expressions sometimes found it difficult to answer bullet point 2 as they repeated themselves when explaining why they preferred to do physical activities. Not all candidates had the fluency or grammatical accuracy to deal convincingly with the third bullet point. On many occasions they forgot to answer the exact number of hours (which was unfortunately sometimes spelt *‘hori’* or *‘hore’*) they slept and answered with the time they went to bed. For the fourth bullet point more able candidates offered credible descriptions about their friends' healthy lifestyle habits (e.g. *non hanno una vita sana perché fumano e mangiano cibo spazzatura*) while some weaker candidates lacked the vocabulary needed and opted for a simpler and sometimes grammatically inaccurate response (e.g. *hanno una vita sana perché giocano sport.*). The verbs *mangiare* and *giocare* appeared a lot in this question either to answer bullet point 1, 4 or 5. This highlighted quite a few instances of verb conjugation errors or misuse of the verb especially in the present tense (e.g. *mangianno, mangano, giocono, giocanno, gioche*) and future tense (e.g. *mangierò, mangero, mangiarò, giocherà, giocano sporti*).

(c) A problem in a restaurant

This was the least popular choice in this section but the majority of those who chose it showed an extremely confident grasp of the language and so were able to write interesting, detailed and quite original responses to this more open-ended narrative task. A few candidates did not include the third or fourth bullet point. Bullet point 3 was quite challenging for some candidates and many did not answer in the first person and decided instead to have a family member or a friend 'solve the problem'.