AQA
Realising potential

GCSE ITALIAN

(8633)

Specification
For teaching from September 2017 onwards
For GCSE exams in 2019 onwards

Version 1.1 June 2026

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Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at aqa.org.uk/8633
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose AQA for GCSE Italian?

A specification designed for you and your students

We’ve worked with a range of teachers to create this specification. We have focussed on ensuring that our assessments are clear, accessible and discriminate effectively.

Our objective is to enable students of all abilities to develop their Italian language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

Languages for life

At AQA we're passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding.

We know you want a specification which you can enjoy teaching, and one which expands your students' cultural knowledge whilst developing their language skills.

We are confident our assessments will deliver the right results for your students. We want to help you to attract students of all abilities to languages and to deliver the assessments and results you and your students deserve.

You can find out about all our Italian qualifications at aqa.org.uk/languages

1.2 Support and resources to help you teach

We’ve worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

1.2.1 Teaching resources

Visit aqa.org.uk/8633 to see all our teaching resources. They include:

- sample schemes of work to help you plan for course delivery
- training courses to help you deliver AQA Italian qualifications
- subject expertise courses for all teachers, from newly qualified teachers who are just getting started to experienced teachers looking for fresh inspiration

1.2.2 Preparing for exams

Visit aqa.org.uk/8633 for everything you need to prepare for our exams, including:

- past papers, mark schemes and examiners’ reports
- sample papers and mark schemes for new courses
- example student answers with examiner commentaries.

Analyse your learners' results with Data Insights

Find out which questions were the most challenging, how the results compare to previous years and where your learners need to improve. Data Insights, our free online results analysis tool, will help you see where to focus your teaching. Find out more at aqa.org.uk/data-insights

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit aqa.org.uk/results

Keep your skills up-to-date with professional development

Time in the classroom is precious, but we understand that as your career develops, the skills and knowledge you need may change. As well as subject-specific training, we offer a range of courses to help boost your skills.

Our events calendar is full of different ways for you to learn, understand and be inspired. Find out more at aqa.org.uk/professional-development.

Help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/8633

If you'd like us to share news and information about this qualification, sign up for emails and updates at aqa.org.uk/keepinformed

Alternatively, you can call or email our subject team direct.

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2 Specification at a glance

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

2.1 Subject content

Core content

Students study all of the following themes on which the assessments are based:

Theme 1: Identity and culture (page 11)

Theme 2: Local, national, international and global areas (page 11)

Theme 3: Current and future study and employment (page 12)

2.2 Assessments

GCSE Italian has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening
What's assessed Understanding and responding to different types of spoken language.
How it's assessed • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of GCSE (Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)
Questions **Foundation Tier and Higher Tier** • Section A – questions in English, to be answered in English or non-verbally. • Section B – questions in Italian, to be answered in Italian or non-verbally.

Paper 2: Speaking

What's assessed

Communicating and interacting effectively in speech for a variety of purposes.

How it's assessed

- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions

Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3: Reading

What's assessed

Understanding and responding to different types of written language.

How it's assessed

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally.
- Section B – questions in Italian, to be answered in Italian or non-verbally.
- Section C – translation from Italian into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier).

Paper 4: Writing

What's assessed

Communicating effectively in writing for a variety of purposes.

How it's assessed

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE

Questions

Foundation Tier

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks.
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks.
- Question 3 – translation from English into Italian (minimum 35 words) – 10 marks.
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks.

Higher Tier

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks.
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks.
- Question 3 – translation from English into Italian (minimum 50 words) – 12 marks.

3 Subject content

3.1 Themes

The specification covers three distinct themes. These themes apply to all four question papers.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Italian is spoken.

3.1.1 Theme 1: Identity and culture

Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points.

3.1.1.1 Topic 1: Me, my family and friends

- Relationships with family and friends.
- Marriage/partnership.

3.1.1.2 Topic 2: Technology in everyday life

- Social media.
- Mobile technology.

3.1.1.3 Topic 3: Free-time activities

- Music.
- Cinema and TV.
- Food and eating out.
- Sport.

3.1.1.4 Topic 4: Customs and festivals in Italian-speaking countries/communities

3.1.2 Theme 2: Local, national, international and global areas of interest

Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points.

3.1.2.1 Topic 1: Home, town, neighbourhood and region

3.1.2.2 Topic 2: Social issues

- Charity/voluntary work.
- Healthy/unhealthy living.

3.1.2.3 Topic 3: Global issues

- The environment.
- Poverty/homelessness.

3.1.2.4 Topic 4: Travel and tourism

3.1.3 Theme 3: Current and future study and employment

Theme 3: Current and future study and employment covers the following four topics.

3.1.3.1 Topic 1: My studies

3.1.3.2 Topic 2: Life at school/college

3.1.3.3 Topic 3: Education post-16

3.1.3.4 Topic 4: Jobs, career choices and ambitions

3.2 Scope of study

3.2.1 Listening: understand and respond to spoken language

Students are expected to be able to:

- demonstrate general and specific understanding of different types of spoken language
- follow and understand clear standard speech using familiar language across a range of specified contexts
- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

3.2.2 Speaking: communicate and interact in speech

Students are expected to be able to:

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions, and exchanging opinions
- convey information and narrate events coherently and confidently, using and adapting language for new purposes
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- initiate and develop conversations and discussion, producing extended sequences of speech
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events

- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation to be understood by a native speaker.

3.2.3 Reading: understand and respond to written language

Students are expected to be able to:

- understand and respond to different types of written language
- understand general and specific details within texts using high frequency familiar language across a range of contexts
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- translate a short passage from Italian into English.

3.2.4 Writing: communicate in writing

Students are expected to be able to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into Italian to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

3.3 Grammar

The grammar requirements for GCSE Italian are set out in two tiers: Foundation Tier and Higher Tier.

GCSE students will be expected to have acquired knowledge and understanding of Italian grammar during their course. In the exam they will be required to apply their knowledge and understanding, appropriate to the relevant tier of entry, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

Students will be expected to develop and use their knowledge and understanding of this grammar progressively throughout their course.

3.3.1 Foundation Tier

3.3.1.1 Nouns

gender

singular and plural forms, including common irregulars eg *la mano, il cinema, il/la ciclista, la foto, gli uomini*

3.3.1.2 Articles

definite and indefinite

partitive

3.3.1.3 Adjectives

agreement

position

comparative and superlative: regular *(più di, meno di, il più, il meno, tanto … quanto, cosí … come*)

demonstrative (*questo, quello*)

indefinite: singular/plural usage (*tutto, ogni, altro, qualche, alcuni*)

possessive, short and long forms

interrogative (*qual, quale, quali*)

use of *di* and *che* after comparatives

3.3.1.4 Adverbs

formation

comparative and superlative

interrogative (*come, quando*)

adverbs of time and place (*oggi, domani, qui, qua*)

common adverbial phrases

ecco

3.3.1.5 Quantifiers/ intensifiers

common expressions of quantity (*abbastanza, mezzo, molto, poco, un po', tanto , troppo,quanto, quarto*)

3.3.1.6 Pronouns

subject, including *si*

object: direct and indirect

direct and indirect object after an infinitive or gerund (R)

position and order of object pronouns (R)

reflexive

relative (*che, cui*) (*quello che, il cui* – (R))

disjunctive/emphatic

demonstrative

indefinite (*nessuno, niente, ogni, qualcuno, qualcosa, qualche, uno, ognuno*)

possessive (*il mio* etc – (R))

interrogative (*chi, che, cosa, che cosa, quanto/a, quanti/e*)

after *ecco*

use of *ci, vi* (R)

3.3.1.7 Verbs

regular and irregular verbs, including reflexive verbs

all persons of the verb, singular and plural

negative forms

interrogative forms

modes of address (*tu, voi, Lei*)

impersonal verbs (*fa, bisogna*)

verbs followed by an infinitive, with or without a preposition

tenses:

- present
- stare + gerund (R)
- imperfect *(avere, essere, stare, fare*) (other common verbs (R))
- immediate future (*vengo subito, vado a fare la spesa*)
- future (R)
- perfect with *avere, essere* + agreement
- conditional (*vorrei* + *mi piacerebbe* only)
- pluperfect (R)

3.3.1.8 Negatives

non, non … alcuno/a, non ancora, non … che, non … mai, non … né … né, non … niente, non … nessuno, non … nulla, non … più, non solo … ma anche , neanche, nemmeno, niente, nessuno, mai

3.3.1.9 Prepositions

common prepositions eg *a, da, di, in, su, con, entro, fra, per, senza, tra*

common compound prepositions eg *vicino a, senza di, lontano da*

contracted forms of prepositions + definite article (*a, da, di, in, su*)

use of *da* with present tense

3.3.1.10 Conjunctions

common coordinating conjunctions eg *e/ed, ma, o (… o), oppure*

common subordinating conjunctions eg *quando, perché, anche se, poiché, se*

3.3.1.11 Number, quantity, dates and time

- ordinal and cardinal numbers
- common quantities
- time and dates

3.3.2 Higher Tier

Students entering for Higher Tier assessments will be required to apply all grammar and structures listed for Foundation Tier, in addition to the new grammar and structures listed for Higher Tier.

3.3.2.1 Nouns

less common irregulars eg *il dito, le dita*

3.3.2.2 Adjectives

common irregular comparative and superlative, including *il migliore, il peggiore*

use of *quello* and *bello* before a noun

3.3.2.3 Adverbs

common irregular comparative and superlative, including *meglio, peggio*

3.3.2.4 Pronouns

use of *ci, ne*

combinations of direct and indirect pronouns and their modifications

position and order of object pronouns

impersonal use of *si (si fanno i compiti)*

use of plural adjectives after *si*

direct and indirect object after an infinitive or gerund

relative: *il quale, il cui, quello che*

possessive (*il mio* etc)

less common indefinite eg *ciascuno, parecchi, qualsiasi, qualunque*

3.3.2.5 Verbs

dependent infinitives (*far vedere*)

perfect infinitive eg after *dopo*

impersonal constructions (*si dice, si crede*)

tenses:

- stare + gerund
- imperfect
- future
- conditional
- pluperfect
- future perfect (R)
- conditional perfect (R)

passive voice

subjunctive mood: present, in commonly used expressions; past (R)

3.3.2.6 Prepositions

use of *da* with imperfect tense

3.4 Communication strategies

Whilst it is useful for students to concentrate on a core of key language for any given topic, it is impossible to predict all the linguistic elements they might meet when reading and listening to authentic Italian, or which they themselves might need to use.

For this reason, the student will need to develop communication strategies as part of the teaching and learning process, which will greatly increase their ability to cope successfully with unknown words.

There are two main types of strategy: those that relate to understanding (reading and listening) and those that relate to production (speaking and writing).

3.4.1 Strategies for understanding

3.4.1.1 Ignoring words which are not needed

Many tasks contain words which are not essential for an understanding of the main points of the text. What is important in the text is often presented more than once, in different ways: the student may not understand a point in one form of words and understand it fully in another.

3.4.1.2 Using the visual and verbal context

The skilled reader can find many clues about the purpose and content of a text from a study of the layout, the title, the length, the typeface and any related pictures.

When reading and listening, students can learn to infer the meaning of new words from the verbal context. For example, someone who did not know the word *camion* might be able, after some appropriate practice, to deduce from the following context that it is some sort of vehicle: *L'autista del camion ha perso il controllo per lo scoppio di una gomma.*

3.4.1.3 Making use of grammatical markers and categories

Another aid to the drawing of correct inferences is for students to bear in mind that there are regularities in the real world which make it possible to anticipate what people may say or write about it. The ability to predict occurrences in the real world makes it possible to anticipate words,

and their meaning, in a given context. This is one reason why it is important for an Italian course to develop awareness and understanding of countries and communities where Italian is spoken.

For example, the student who knows that the l'Epifania del Signore is the 6 January will be able to deduce from *giorno 5 gennaio, vigilia dell'Epifania* that *vigilia* means 'the eve of' or 'the day before'.

3.4.1.4 Using common patterns within Italian

Students should be able to recognise familiar patterns which link nouns and adjectives and verbs and nouns, eg the verb *creare* and the noun *creazione.*

Knowledge of the following patterns of word formation in Italian can help to understand a text:

- *-ino/-ina* and *-etto/-etta* endings used to form diminutives (eg *mamma – mammina, pensiero – pensierino, camera – cameretta*)
- *-one* suffix used to form augmentatives (eg *libro – librone, bacio– bacione*)
- *-mente* suffix used to form adverbs (eg *felice – felicemente, lento – lentamente*)
- *ri-* prefix (eg *leggere – rileggere, creare – ricreare*)
- *-eria* endings (eg *pizza – pizzeria, biglietto –biglietteria*)
- *s-* and *in-* prefixes (eg *fortunato – sfortunato, sicuro – insicuro*)
- *-abile* ending applied to verbs (eg *conservare– conservabile, portare - portabile*)
- *-zione* endings applied to verbs (eg *produrre – produzione, animare – animazione*)
- *-oso/a* ending applied to nouns (eg *dolore – doloroso, nebbia – nebbioso, pericolo – pericoloso*)
- *-tore/-trice* ending applied to verbs to form nouns and adjectives (eg *giocare – giocatore, lavorare – lavoratrice*)
- *-izia, -ità* and *-ura* endings applied to adjectives, nouns and verbs (eg *pulire – pulizia, stagione – stagionalità, difficile – difficoltà, cotto – cottura*)
- compound words.

3.4.1.5 Using cognates and near-cognates

A few 'false friends' (eg *camera, casino, libreria*) make it necessary to use this strategy with care and in collaboration with the strategy of using the visual and verbal context above. However, for each 'false friend' there are very many 'good friends' of which anglophone learners of Italian can make good use. These fall into two main categories: cognates and near-cognates.

Cognates

There are very many words which have exactly or almost exactly the same form, and essentially the same meaning, in Italian and in English (eg *cinema, animale, centrale, principale, radio*). When such words occur in context, students can be expected to understand them in English and Italian.

Near-cognates

Students will also be expected to understand words which meet the above criteria but which differ somewhat in their written form in Italian, usually by the addition of one or more accents, a suffix and/or the omission/change of a letter (eg *democrazia, teatro, necessario, onesto*).

3.4.1.6 Using common patterns between Italian and English

There are thousands of words in Italian which, although not having exactly the same form as the English word, can easily be understood with the application of a few, simple rules. When words which can be understood using the rules below occur in context, students will be expected to understand them.

Nouns

- Using cognates and near-cognates. Some nouns ending in *-a* or *-o* are spelt the same in both Italian and English, although the pronunciation differs: eg *area, cinema, idea, radio*
- Abstract nouns ending in *-ty* in English often end in *-tà* in Italian eg ability - *abilità,* quality - *qualità*
- Nouns ending in -ion in English often end in *-ione* in Italian eg creation - *creazione,* decision - *decisione*
- Nouns ending in -nce and -ncy in English often end in *-nza* in Italian eg ambulance - *ambulanza,* emergency - *emergenza*

Nouns and adjectives

- Nouns and adjectives ending in -id in English often end in *-ido* in Italian eg acid - *acido*, invalid - *invalido*
- Nouns and adjectives ending in -ive in English often end in *-ivo* in Italian eg negative - *negativo*, positive - *positivo*
- Nouns and adjectives ending in -ry preceded by a vowel in English often end in *-rio* Italian eg necessary - *necessario*, ordinary - *ordinario*
- Nouns and adjectives ending in -al in English often end in *-ale* in Italian eg animal - *animale*, central - *centrale*
- Nouns and adjectives ending in -te after a vowel in English often end in *-to* in Italian eg certificate - *certificato,* moderate - *moderato*
- Nouns and adjectives ending in -or in English end in *-ore* in Italian eg editor - *editore*, motor - *motore*
- Nouns and adjectives ending in -nt in English often end in *-nte* in Italian eg elegant - *elegante,* elephant - *elefante*

Adjectives

- Adjectives ending in -ble in English often end in *-bile* in Italian eg incredible - *incredibile*, adorable - *adorabile*
- Adjectives ending in -ic in English end in *-ico* in Italian eg aromatic - *aromatico*, scientific - *scientifico*

Verbs

- Verbs ending in -ate in English often end in *-are* in Italian eg to celebrate - *celebrare*, to communicate - *comunicare*
- Verbs ending in -ise/ize or -yse/yze in English often end in *-izzare* in Italian eg to organise/ze - *organizzare*, to paralyse/ze - *paralizzare*
- Verbs ending in -e (other than -ate and -ize) in English often end in *-are* in Italian eg to adore - *adorare*, to cause - *causare*
- Verbs ending in -ify in English often end in *-ificare* in Italian eg to notify - *notificare*, to clarify - *chiarificare*
- Verbs ending in two consonants in English often end in *-are* in Italian eg to confess - *confessare*, calm - *calmare*

Spelling changes

Other spelling changes can be noticed when we alter English to Italian. Please remember these are general guidelines and will not work all the time.

- -bs- in English changes to *-ss-* in Italian when followed by a vowel eg absent - *assente*, absurd - *assurdo*
- -bs- in English often changes to *-s-* in Italian when followed by a consonant eg to abstain - *astenersi*, abstract - *astratto*
- -ct- in English changes to *-tt-* in Italian eg October - *ottobre*, actor - *attore*
- -dm- in English changes to *-mm-* in Italian eg administration - *amministrazione*, to admire - *ammirare*
- -dv- in English changes to *-vv-* in Italian eg adventure - *avventura*, advocate - avvocato
- -ns- in English changes to *-s-* in Italian eg instant - *istante*, to transfer - *trasferire*
- -ph- in English changes to *-f-* in Italian eg photo - *foto*, telephone - *telefono*
- -pt- in English changes to *-tt-* in Italian eg optician - *ottico*, optimist - *ottimista*
- -th- in English changes to *-t-* in Italian eg theatre - *teatro*, therapy - *terapia*
- -x- in English changes to *-ss-* in Italian eg exam - *esame*, experience - *esperienza*
- -y- in English changes to *-i-* in Italian except at the end of a word eg style - *stile*, stupidity - *stupidità*
- -y- in English at the end of a word changes to *-ia-* in Italian eg geography - *geografia*, pharmacy - *farmacia*
- -h- is not used in Italian except to maintain a hard -c or -g sound eg character - *carattere*, school - *scuola,* chemical - *chimico*, ghetto - *ghetto*

Strategies such as those outlined above will generally be more easily applied in reading than in listening, as reading offers more opportunities to slow down, look at unknown items at some leisure and study the context. However, the general strategies for understanding listed above can be used successfully in listening to Italian.

In order to hear accurately, students should have the relationship between the spoken and written language brought to their attention. Words which look the same in Italian and English may sound different and conversely, words with similar sounds may be written very differently in the two languages. For example, the Italian word *certificato* looks very similar to its English counterpart but is pronounced quite differently.

3.4.1.7 Dictionaries

The use of dictionaries is not permitted in the examination, but should be encouraged in class. Students need to acquire good dictionary skills and to understand the limitations of dictionary use, eg choosing the wrong word from a list of definitions, confusion over parts of speech, the dangers of word-for-word translations. Successful strategies for dictionary use include:

- understanding the meaning of terms and abbreviations used in a dictionary entry
- recognising different parts of speech so as to be able to find the word required
- recognising the word may be listed in a different form or may be required in a different form from the one given in the dictionary. Students wishing to find the meaning of *chiedo* must first work out that this is a verb form in order to look up the meaning of *chiedere* and conversely the infinitive *chiedere* found in the English-Italian section will need to be changed in order to express “I ask ....”
- picking the correct word from a list of alternatives, if necessary checking back in the Italian-English part of the dictionary to find the word with the appropriate meaning. A candidate looking up the word “jog”, for example, may have to choose from: *spinta, colpetto, andatura lenta, urtare, rinfrescare, spingere, fare footing, fare jogging*. They must check these words in

the Italian-English part of the dictionary to ensure they have the correct meaning in the context
- recognising that word for word translation is often impossible eg expressions such as “to make fun of” (*prendere in giro*) or “to pull a fast one” (*ingannare*) cannot be translated literally.

3.4.2 Strategies for production

Research and experience show that people who communicate effectively in a foreign language tend to make good use of systematic efficient verbal and non-verbal strategies to get meaning across, in spite of their imperfect command of the language.

Individual students may fail to learn – or forget – language items required by some tests, or they may wish to attempt to go beyond the demands of the specification in completing the task set. In these circumstances, the following strategies can prove useful. They fall into two main categories: non-verbal and verbal.

3.4.2.1 Non-verbal strategies

Pointing and demonstration

This may be accompanied by some appropriate language (eg 'Allora.."Cosa?' 'Mi fa male qui').

Expression and gesture

This may be accompanied, where appropriate, with sounds (eg 'Ahi!' which, with appropriate intonation, facial expression and gestures, can convey such attitudes and functions as pain, surprise, anger, fear, pleasure and admiration).

Mime

This can be accompanied by appropriate sounds and language and can sometimes help communication to be maintained when it might otherwise break down (eg 'Ti posso aiutare?' with a suitable mime if one has forgotten the words for the relevant action). This strategy has obvious limitations in a speaking test which is recorded and assessed on the basis of the recording.

Drawing

This can be an efficient strategy with some tasks (especially written) and can convey both attitude and information (eg a diagram showing how to get from one point, such as a station, to another, for instance a home).

3.4.2.2 Verbal strategies

Using a word which refers to a similar item

Using a word which refers to a similar item to the one the speaker/writer wishes to refer to, but for which he/she has forgotten the word (eg *fiore* for *rosa, camera* for *dormitorio*). This is not always effective and its use would be assessed according to its effectiveness in a particular context.

Description of physical properties

This can be used to refer to something when the name has been forgotten (eg 'La frutta gialla… Acido... Quella cosa sul tavolo...'). The physical properties refer to colour, size, material, position and shape. The use of this strategy in an exam would be assessed according to its communicative effectiveness.

Requests for help

These may include requests for rewording (eg 'Come si dice..... in inglese?') and questions; which make no reference to English (eg 'Come si chiama questo in italiano?' 'Come si scrive?') as well as requests which may improve the student's chances of understanding (eg 'Puoi ripetere per favore?' 'Potresti parlare più lentamente?'). It is clearly preferable to use such requests for help than for communication to collapse and their use will be assessed according to the context. When requests for help with specific problems occur, the teacher should maintain the role of a sympathetic native speaker and help accordingly. The teacher should avoid taking over from the student and carrying out the tasks set.

Simplification

This is when a student avoids the use of a form of which he/she is unsure (eg 'È necessario che io vada') by using a form he/she finds simpler (eg 'Devo andare'). When such simple forms are used correctly and appropriately they will be rewarded accordingly. Correct and appropriate use of more complex forms will also be rewarded.

A systematic use of simplified forms may reduce error, facilitate communication and increase fluency but, if overused, this strategy may result in learners failing to make full use of their capabilities.

Paraphrase

This is where the student uses words and messages in acceptable Italian, avoiding the use of words which he/she has forgotten (eg 'Non ha un lavoro' for 'È disoccupato', 'è il padre di mia madre' for 'è il mio nonno'). When used well, this strategy communicates the message effectively to a sympathetic native speaker and such use in an exam would be assessed accordingly.

Reference to specific features

Reference to specific features (eg 'L'animale con le orecchie lunghe…') is often quite effective and its use would be assessed accordingly in an exam.

Reference to the function of an object

Reference to the function of an object and the actions that can be performed with it (eg '*La cosa che si usa per aprire una bottiglia*...') is a commonly used strategy which is usually effective in communicative terms.

Another strategy sometimes used by language learners is word coinage, the creation of words based either on English or Italian words. This strategy usually produces words which do not exist in Italian or which, if they do exist, have a different meaning from the one intended. The use of this strategy is rarely effective in promoting communication and students would be well advised to use it only if all other strategies fail.

Another commonly used strategy is topic avoidance, when the student avoids or abandons a topic because of inability to deal with it. Use of this strategy in the exam will not allow the student to be given full credit. Use of it in a learning situation will reduce opportunities for the development or expansion of the student's repertoire. It is a strategy which should be discouraged. A basic condition for communication strategies to have a potential learning effect is that they are governed by achievement, rather than avoidance behaviour.

Evidence suggests that the availability of a range of strategies such as those outlined above, and flexibility in their use, represent an important advantage in overall communicative effectiveness. It also appears that the most effective strategies demand some linguistic proficiency and that the more proficient speakers are also better at using communication strategies effectively.

The development of such strategies cannot be seen as encouragement not to develop linguistic knowledge. Strategic competence is not a substitute for vocabulary learning, but a useful supplement. All language users make use of communication strategies, even in their first language, and really successful strategies usually pass unnoticed. They are an important part of the teaching and learning process.

3.5 Vocabulary

The minimum core vocabulary lists are primarily intended as a guide for teachers to assist in the planning of schemes of work.

The assessment tasks at Foundation Tier will require students to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list.

The assessment tasks at Higher Tier will require students to understand and respond to words and/or forms of words that are not on the vocabulary list and which are less common or familiar than those used in relation to Foundation Tier assessments.

Vocabulary listed under a particular theme should be considered transferable, as appropriate, to the other themes.

Students will be expected to be familiar with feminine forms of nouns/adjectives where these are not given.

3.5.1 Rubrics and instructions

The following is a guide to the sort of rubrics and instructions which will be used in Section B of the Listening and Reading exams. The list is indicative, not exclusive.

Italian	English
Completa/Riempi la tabella/il testo/lo spazio in **italiano**	Complete/Fill in the table/the text/the blank space in **Italian.**
Completa la frase/le frasi…	Complete the phrase(s)/sentence(s)…
Indica...	Indicate...
Scegli (due) frase corrette...	Choose (two) correct sentences.
Scegli la risposta giusta.	Choose the correct answer.
Completa…in **italiano.**	Complete…in **Italian.**
Riempi gli spazi con la parola corretta dalla lista.	Complete the following text with words from the list.
Scegli il paragrafo…	Choose the paragraph…
Menziona (due) dettagli.	Mention (two) details.
Ascolta questa conversazione/ intervista…	Listen to this conversation/interview.

Italian	English
Scrivi la lettera giusta in ogni casella.	Write the correct letter in each box.
Scrivi la lettera giusta nella casella.	Write the correct letter in the box.
Scrivi le lettere giuste nelle caselle.	Write the correct letters in the boxes.
Non è necessario scrivere frasi complete.	It is not necessary to write in full sentences.
Leggi…	Read…
Menziona un'aspetto positvo/negativo.	Mention one positive/negative aspect.
Scrivi: **P** se l'opinione è positiva **N** se l'opinione è negativa **P + N** se l'opinione è positiva e negativa	Write: **P** if the opinion is positive **N** if the opinion is negative **P + N** if the opinion is positive and negative
Qual è la risposta corretta?	Which is the correct answer?
Chi...?	Who...?
Rispondi alle domande.	Answer the questions.
Rispondi alle domande in **italiano**.	Answer (the questions) in **Italian**.

The following is a guide to the sort of rubrics and instructions which will be used in the Writing exam. The list is indicative, not exclusive.

Italian	English
Descrivi...	Describe…
Scrivi...	Write…
Scrivi circa **40** parole in **italiano.**	Write approximately **40** words in **Italian**.
Scrivi circa **90** parole in **italiano**. Rispondi a **tutti** gli aspetti della domanda.	Write approximately **90** words in **Italian**. Write something about each bullet point.
Scrivi circa **150** parole in **italiano**. Rispondi ai **due** aspetti della domanda.	Write approximately **150** words in **Italian**. Write something about both bullet points.
Cosa c'è nella foto? Scrivi **quattro** frasi in **italiano.**	What is there in the photo? Write four sentences in **Italian**.

Italian	English
Menziona...	Mention...

3.5.2 General vocabulary

Students will be expected to use and understand the general vocabulary listed below. This vocabulary is not restricted to specific settings and can occur in any of the themes listed in the specification.

3.5.2.1 Comparisons

Italian	English
diverso	different
maggiore	greater/bigger
massimo	maximum
meglio/migliore	better/best
minimo	minimum
minore	smaller/minor
ottimo	best, excellent
peggio/peggiore	worse/worst
pessimo	awful, very poor
più/meno	more/less
poco	few/little
simile	similar
stesso	same
uguale (…a)	equal to

3.5.2.2 Conjunctions and connectives

Italian	English
a dire la verità	to tell the truth
a parte questo	apart from this

Italian	English
altrimenti	otherwise
anche	also/too/even
cioè	that is to say/actually/rather
come	as/like
comunque	anyway/in any case/even so/however
dunque	therefore
forse	maybe/perhaps
inoltre	furthermore/also/moreover
insomma	so/therefore/in conclusion
nonostante	although/even though/despite
o	or
ovviamente	obviously
per caso	by chance
per fortuna	luckily
perciò	therefore/for this reason/so
però	but/yet/however
prima di tutto	first of all
purtroppo	unfortunately
ragione per cui, la	reason that
quindi	therefore/so
se	if
senza dubbio	without doubt
sia … sia	both…and/whether…or
soprattutto	above all

Italian	English
visto che	given that

3.5.2.3 Alphabet

Students are expected to know the letters of the alphabet and appropriate accents.

3.5.2.4 Numbers

Students are expected to know the cardinal numbers 0–1,000 and the word for 1,000,000 (milione, un).

They are also expected to know the ordinal numbers first-twenty first (primo/a - ventunesimo/a).

Other number expressions

Italian	English
mille	thousand
duemila	two thousand
milione, un	million
miliardo, un	billion
centinaio, un (centinaia di)	about a hundred
migliaio, un (migliaia di...)	about a thousand (thousands of ...)
decina, una	about ten
dozzina, una	dozen
ventina, una	about twenty
trentina, una	about thirty
paio, un	pair
numero, un	number

3.5.2.5 Asking questions

Italian	English
che (cosa)?	what?
chi?	who?

Italian	English
come?	how? (what like?)
cosa?	what?
dove?	where?
perché?	why?
quale	which?
quanto/a/i/e?	how much/many?

3.5.2.6 Common questions

Italian	English
A che ora ...?	At what time ...?
Che data è?	What is the date?
Che giorno è?	What day is it?
Che ora è?	What time is it?
Che ore sono?	What time is it?
Da quanto tempo ...?	How long ...?
Di che colore è?	What colour is it?
Dov'è ...?	Where ...?
Qual è la data?	What's the date?
Quanti ne abbiamo?	How many do we have?

3.5.2.7 Greetings and exclamations

Italian	English
a presto	see you soon
a domani	until tomorrow
a lunedì	until Monday
arrivederci	goodbye
attenzione	be careful
auguri	best wishes
benvenuto/a/i/e	welcome

Italian	English
buon anno	happy New Year
buon appetito	enjoy the meal
buon compleanno	happy birthday
buon divertimento	have fun
buon Natale	happy Christmas
buon viaggio	have a good journey
buona fortuna	good luck
buongiorno, buon giorno	good day
buona notte	good night
buona Pasqua	happy Easter
buonasera, buona sera	good evening
buone vacanze	happy holiday
che peccato	what a shame
ciao	hi/hello
colpa mia	my fault
come stai/sta?	how are you?
grazie	thank you
in bocca al lupo	good luck
mi dispiace	I'm sorry
non vedo l'ora di…	I cannot wait …
per favore	please
per fortuna	luckily
per piacere	please
prego	no problem

Italian	English
sì	yes
scusa/scusi	excuse me, sorry

3.5.2.8 Opinions

Italian	English
affascinante	fascinating
allegro	happy
amare	to love
annoiarsi	to be bored
ansioso	worried
avere voglia di	to want to
bene	well
bravo	good (at something)
buono	good
cambiare idea	to change one's mind
carino	cute, sweet
caro	dear, expensive
cattivo	bad
comico	comic/comical
convincere	to convince
credere	to believe
d'accordo	agreed
desiderare	to want
divertirsi	to enjoy oneself
essere d'accordo	to agree

Italian	English
felice	happy
infelice	unhappy
interessante	interesting
interessarsi a	to be interested in
inutile	useless
lato negativo/positivo	the negative/positive side
male	badly
meraviglioso	marvellous
molto	very (much)
molto bene	very well
noioso	boring
nuovo	new
odiare	to hate
pensare	to think
permettere	to allow
piacere, il	pleasure
preferire	to prefer
preferito	favourite
promettere	to promise
scontento	unhappy
sembrare	to seem
semplice	simple
sicuro	sure, safe
soddisfacente	satisfying

Italian	English
sorpresa, la	surprise
sorpreso	surprising
speranza, la	hope
sperare	to hope
spiritoso	witty
utile	useful
vecchio	old

3.5.2.9 Expressions of time

Seasons

Italian	English
autunnale	autumnal
estivo	summery
invernale	wintery
primaverile	spring like
stagionale	seasonal
stagione, la	season

Time expressions

Italian	English
a volte	sometimes
ad un tratto	suddenly
adesso	now
al momento	at the moment
alla fine	in the end
all'inizio	at the start

Italian	English
allo stesso tempo	at the same time
allora	then
altro ieri, l’	day before yesterday
anno, un	year
appena	hardly
ci vuole … (molto tempo)	it takes
da… a	from … to
da … in poi	from … onwards
davvero	really
di quando in quando	every now and then
di tanto in tanto	from time to time
di solito	usually
domani	tomorrow
dopo	after
dopodomani	day after tomorrow
durante	during (for)
durare	to last
esattamente	exactly
(x) anni fa	(x) years ago
fine, la	end
fine settimana, il/la	weekend
fra/tra poco	in a bit
già	already
giorno, il	day

Italian	English
ieri	yesterday
improvvisamente	suddenly
indomani, l' (m)	the next day
in orario	on time
in punto	precisely
lentamente	slowly
lento	slow
mattina, la	morning
meno	less (to)
mese, il	month
mezzanotte	midnight
mezzo/a	half
mezzogiorno	midday
minuto, un	minute
ogni (x) giorni	every (x) days
ogni giorno	every day
ogni tanto	every now and then
ora	now
ora, un'	hour
più tardi	later
poi	then
pomeriggio, il	afternoon
presto	early, soon
prima	first(ly)

Italian	English
prossimo	next
qualche volta	sometimes
quarto, un	quarter
quasi	almost
quotidiano	daily
raramente	rarely
recentemente	recently
scorso	last
secolo, il	century
secondo, un	second
sempre	always, still
sera, la	evening
settimana, la	week
solamente	only
solo	only
soltanto	only
spesso	often
stamattina	this morning
stanotte	tonight
stasera	this evening
subito	at once/immediately
tanto	so/very much
tardi	late
tra un minuto	in a moment

Italian	English
tra una settimana/un mese	in a week/month
tutti i giorni/mesi	every day/month
ultimo	last (final)
una volta (all'anno)	once (per year)
veloce	quickly

3.5.2.10 Location and distance

Italian	English
a	at
a destra	on the right
a due passi	very nearby
a sinistra	on the left
accanto a	next to
avanti	before
centro, il	centre
chilometro, il	kilometre
contro	against
da	from
da nessuna parte	nowhere
da ogni parte	everywhere
da qualche parte	somewhere
da questa parte	this way
da tutte le parti	everywhere
dall'altra parte	on the other hand
dappertutto	everywhere

Italian	English
davanti a	in front of
dentro	inside
di fronte a	in front of
dietro	behind
diritto/dritto	ahead
di sopra	above
di sotto	below
dove, dov'è	where, where is
essere situato	to be situated
est, l' (m)	east
fino a	until, up to
fuori .... (di)	outside
giù .... (per)	down from
in cima a	at the top of
in fondo a	at the bottom/end of
in mezzo a	in the middle of
in ogni luogo	everywhere
in periferia	in the suburbs/edge
in qualche posto	somewhere
in qualsiasi luogo	everywhere
intorno a	around
là, lì	there
lontano (da)	far from
luogo, il	place

Italian	English
meridionale	southern
Meridione, il	south (of Italy)
nord, il	north
occidentale	westerly
orientale	easterly
ovest, l' (m)	west
posto, il	place
qua, qui	here
settentrionale	northerly
Settentrione, il	north
sinistra	left
sopra	above
sotto	below
su	under
sud, il	south
trovarsi	to find yourself (in a place)
verso	towards
vicino (a)	near

3.5.2.11 Colours

Italian	English
arancione	orange
azzurro	blue
bianco/a/hi/he	white
biondo	blonde

Italian	English
bruno	brown
castano	light brown
celeste	light blue
chiaro	light
colorato	coloured
giallo	yellow
grigio	grey
marrone	brown
nero	black
rosa (inv)	pink
rosso	red
scuro	dark
tinta unita, la	plain colour
verde	green
viola (inv)	mauve

3.5.2.12 Weights and measures

Italian	English
abbastanza	enough, quite
almeno	at least
alto	tall
altro	other
ancora	more, again
avere (x) metri di larghezza/lunghezza	to be (x) metres wide/long
basta	enough

Italian	English
centimetro, il	centimetre
taglia	size
circa	about, roughly
completamente	completely
dimensione, la	measurement, size
etto, l’	100 grams
fetta, la	slice
grande	big
grosso	large
largo (x) metri	(x) metres wide
medio	average
metà, la	half
metro, il	metre
misura, la	size (clothing)
misurare	to measure
molto/a, molti/molte	much, many
parecchi/parecchie	several
pesare	to weigh
pezzo, il	piece
piccolo	small
piuttosto	rather
po’, un	a bit
sottile	thin
stretto	tight

Italian	English
totalmente	totally
troppo	too (much)
tutto	all

3.5.2.13 Shape

Italian	English
di forma (...)	shaped
quadrato	square
rotondo	round

3.5.2.14 Weather

Italian	English
asciutto	dry
bagnato	wet
bollettino meteorologico, il	weather forecast
cielo, il	sky
clima, il	climate
coperto	overcast
fare bel/brutto tempo	to be fine/bad weather
fare caldo/freddo	to be hot/cold weather
fare fresco	to be chilly
gelare	to freeze
gelo, il	frost
ghiaccio, il	ice
grado, il	degree (temperature)
lampo, il	lightening

Italian	English
mare, il	sea
mite	mild
mosso	rough
nebbia, la	fog
neve, la	snow
nevicare	to snow
nuvola, la	cloud
nuvoloso	cloudy
ombra, l’	shade
onda, l’	wave
palla di neve, la	snowball
pioggia, la	rain
piovere	to rain
previsioni del tempo, le	weather forecast
sereno	clear sky
sole, il	sun
tempo, il	weather
temporale, il	storm
umido	damp
tirare vento	to be windy
tuono, il	thunder
vento, il	wind

3.5.2.15 Access

Italian	English
aperto	open
chiuso	closed
divieto di fumo	no smoking
entrata libera, l’	free admission
libero	vacant, free
occupato	occupied, busy

3.5.2.16 Correctness

Italian	English
aver ragione/torto	to be right/wrong
errore, l’ (m)	mistake
esatto	exactly
falso	wrong, false
giusto	right, correct
non è indicato	not shown
non si sa	no one knows
sbagliato	wrong, mistaken
vero	true, right

3.5.2.17 Materials

Italian	English
argento, l’	silver
carta, la	paper
cotone, il	cotton
cuoio, il	leather

Italian	English
ferro, il	iron
lana, la	wool
legno, il	wood
oro, l'	gold
pelle, la	leather
seta, la	silk
vetro, il	glass

3.5.2.18 Common verbs

Italian	English
andare	to go
avere	to have
conoscere	to know (person or place)
dare	to give
dire	to say
diventare	to become
divenire	to become
dovere	to have to
essere	to be
fare	to do, to make + idiomatic phrases
mettere	to put
potere	to be able to
prendere	to take
sapere	to know (information)
stare	to be

Italian	English
tenere	to hold
uscire	to go out
venire	to come
volere	to want

3.5.2.19 Impersonal verbs

Italian	English
piacere a…	to like
mancare	to miss

3.5.3 Theme based vocabulary (Foundation Tier)

3.5.3.1 Identity and culture

Me, my family and friends

Italian	English
adolescente, l’	teenager
alzarsi	to get up
amichevole	friendly
amicizia, l’	friendship
amico/a, l’	friend
amore, l’	love
andare a letto	to go to bed
andare a trovare	to meet (somebody)
andare d’accordo	to get on with
animale domestico, l’	pet
antipatico	unfriendly
arrabbiato	angry

Italian	English
attivo	active
avere ... anni	to be … years old
babbo, il	daddy
baffi, i	moustache
bambino/a, il/la	child
barba, la	beard
bello	beautiful
bocca, la	mouth
brutto	ugly
canarino, il	budgie
cane, il	dog
capelli, i (lunghi/corti)	hair
carattere, il	character
carta d'identità, la	identity card
cavallo, il	horse
chiacchierare	to chat
chiacchierone/a	chatterbox
chiamare	to call
chiamarsi	to be called
cognato/a, il/la	brother-in-law/sister-in-law
cognome, il	surname
compagno/a, il/la	companion
compleanno, il	birthday
coniglio, il	rabbit

Italian	English
contento	happy
coraggioso	brave
crescere	to grow
criceto, il	hamster
cugino/a, il/la	cousin
dare fastidio (a)	to annoy
data, la (di nascita)	date (of birth)
descrivere	to describe
divorziato/a	divorced
documento, il	document (ID)
donna, la	woman
essere nato	to be born
età, l' (inv)	age
faccia, la	face
famiglia, la	family
familiari, i	family
famoso	famous
fare volontariato	to volunteer
fidanzato/a, il/la	fiancée
figlia, la	daughter
figlio, il	son
forte	strong
fratello, il	brother
gatto, il	cat

Italian	English
gemello/a, il/la	twin
genitore solo, un	single parent
gente, la	people
gentile	kind
giovane	young
handicappato	disabled
immigrato, l’	immigrant
immigrazione, l’	immigration
in pensione	retired
incinta	pregnant
incoraggiare	to encourage
indirizzo, l’	address
innamorarsi	to fall in love
inviare	to send
invitare	to invite
lenti a contatto, le	contact lenses
lieto	happy
liscio	straight (hair)
litigare	to argue
luna di miele, la	honeymoon
lungo	long
luogo, il (di nascita)	place
madre, la	mother
madrina, la	godmother
mamma, la	mummy

Italian	English
marito, il	husband
matrimonio, il	marriage
moglie, la	wife
nascere	to be born
naso, il	nose
nato	born
nipote, il	nephew, grandson
nipote, la	niece, granddaughter
nome, il	name (first)
nonni, i	grandparents
nonno/a, il/la	grandfather/grandmother
occhiali, gli (da sole)	glasses (sun)
ospite, l’	host/hostess, guest
padre, il	father
padrino, il	godfather
papà, il	dad
parente, il/la	relative
partner ideale, il/la	ideal partner
pelle, la	skin
pensionato, il	pensioner
pesce, il (rosso)	(gold) fish
piangere	to cry
pigro	lazy
porcellino d’India, il	guinea pig
portare	to carry, bring, deliver

Italian	English
portare	to wear
portare	to contribute to
povero	poor
prepotente	bully
presentare	to introduce
proprio	really
ragazzo/a, il/la	boy/girl
ricci	curly (hair)
ricco	rich
ringraziare	to thank
scrivere	to write
scusare	to excuse
senzatetto, il	homeless person
separato/a	separated
serio	serious
serpente, il	snake
signora, la	lady
signore, il	gentleman
signorina, la	young lady
simpatico	nice
snello	slim
socievole	sociable
sorella, la	sister
sorriso	smile
spiritoso	witty

Italian	English
sposarsi	to get married
sportivo	sporty
tipo	kind (type)
tranquillo	calm
triste	sad
uccello, l’	bird
uomo, l’ (gli uomini)	man (men)
viaggio di nozze, il	honeymoon
vicino, il (di casa)	neighbour
vivace	lively
viziato	spoiled
volontari, i	volunteers
zio/a, lo/la	uncle/aunt

Technology and everyday life

Italian	English
banda larga, la	broadband
caricare	to upload
cellulare, il	mobile phone
cercare	to search
chat, la	chatting
chattare	to chat
portatile, il	laptop
comprare	to buy
cliccare	to click
gioco, il	game

Italian	English
in linea	on line
inviare	to send
lettore MP3, il	MP3 player
lettore DVD, il	DVD player
mouse, il	mouse
navigare	browse, surf
pericoloso	dangerous
portatile, il	laptop
passare tempo	to spend time
password, la	password
rete, la	web
ricevere	to receive
scaricare	to download
sito, internet/web, il	site
SMS, il	text message
stampante, la	printer
surfare	to surf/browse the internet
svantaggio, lo	disadvantage
tablet, il	tablet computer
tastiera, la	keyboard
tasto, il	key
telefono cellulare, il	mobile phone
telefonino, il	mobile phone
vantaggio, il	advantage

Italian	English
videogiochi, i	computer games

Free time activities

Italian	English
abbonamento, il	subscription
accettare	to accept
aceto, l’	vinegar
acqua minerale, l’	mineral water
agnello, l’	lamb
alla griglia	grilled
ananas, l’ (inv)	pineapple
andare a cavallo	to go horse riding
angolo, l’	corner
arancia, l’	orange
aranciata, l’	orangeade
arrosto, l’	roast
artista, l’	artist
ascensore, l’	lift
aspettare	to wait
attrazione, l’	attraction
attrezzatura, l'	equipment
attualità, l’	news
avere bisogno di	to need
avere tempo di	to have time to
banana, la	banana
ben cotto	well cooked

Italian	English
biglietto, il (da 10 euro)	a (10 euro) ticket
birra, la	beer
biscotto, il	biscuit
bistecca, la	steak
braccio, il (le braccia)	arm (arms)
burro, il	butter
caffè, il (inv)	coffee
calcio, il	football
cantare	to sing
canzone, la	song
cappuccino, il	cappuccino, frothy coffee
caramella, la	sweet
carne, la	meat
carota, la	carrot
cartoni animati, i	cartoon
centro sportivo, il	sports centre
chitarra, la	guitar
ciclismo, il	cycling
cioccolata, la	chocolate
cipolla, la	onion
coda, la	queue/tail
collezionare	to collect
coltello, il	knife
concerto, il	concert

Italian	English
conto, il	bill
corto	short
cotto	cooked
crudo	raw, uncooked
cucchiaino, il	teaspoon
cucchiaio, il	spoon
delizioso	delicious
divertimento, il	fun
espresso, l’	espresso coffee
essere tifoso di …	to be a fan of …
fare collezione di	to collect
fare la spesa	to go shopping
fare un gol	to score a goal
fare una passeggiata	to go for a walk
farina, la	flour
favorito	favourite
forchetta, la	fork
formaggio, il	cheese
fragola, la	strawberry
frittata, la	omelette
gambero, il	prawn
gelato, il	ice cream
ginnastica, la	physical activity, gymnastics
giocare a (calcio/scacchi)	to play (football/chess)

Italian	English
giocare a carte	to play cards
giocatore, il	player
gioco, il	game
giornale, il	newspaper
guardare	to watch
incontrarsi	to meet (somebody)
insalata, l’	salad
insieme	together
la palestra	gym
lasagne, le	lasagne
lasciare	to leave
latte, il	milk
lattuga, la	lettuce
leggere	to read
lettura, la	reading
limonata, la	lemonade
limone, il	lemon
macchina fotografica, la	camera
maiale, il	pork
manzo, il	beef
marmellata, la	jam
membro, il	member
nuoto, il	swimming
olio, l’	oil

Italian	English
oliva, l’	olive
palestra, la	gym
palla, la	ball
pallacanestro, la	basketball
pallamano, la	handball
pallavolo, la	volleyball
pallone, il	ball
pane, il	bread
partita, la	match
pasta, la	pasta, pastry
patata, la	potato
patate fritte, le	chips
patatine, le	crisps
pattinaggio a rotelle, il /su ghiaccio	skating – roller/ice
pattini, i	skates
pepe, il	pepper
peperone verde/rosso, il	green/red pepper
pera, la	pear
pesce, il	fish
piacere, un	a favour, a pleasure
pianoforte, il	piano
piscina, la	swimming pool
pollo, il	chicken
pomodoro, il	tomato

Italian	English
premio, il	prize
prosciutto cotto/crudo, il	cooked/uncooked ham
ragù	bolognese meat sauce
regalare	to give a gift
regalo, il	a gift
restare	to stay, remain
ricevere	to receive
ridere	to laugh
riso, il	rice
ritornare	to return
rivista, la	magazine
scacchi, gli	chess
scoprire	to discover
sottotitoli, i	subtitles
speciale	special
spedire un pacco	to send a parcel
spendere	to spend - money
spettacolo, lo	show, play
spinaci, gli	spinach
squadra, la	team
stadio, lo	stadium
stella, la (del cinema)	film star
strumento, lo (musicale)	instrument
succo di frutta, il	fruit juice
suggerire	to suggest

Italian	English
suonare	to play an instrument, ring a bell
tatuaggio, il	tattoo
telegiornale, il	television news
tempo libero, il	free time
tennis da tavolo, il	table tennis
toccare	to touch
tornare	to return, turn
torta, la	cake
uovo, l' (le uova)	egg, eggs
uva, l'	grapes
vaniglia, la	vanilla
vedere	to see
verità, la (inv)	truth
vincere	to win
vino, il	wine
yogurt, lo	yoghurt
zucchero, lo	sugar
zuppa, la	soup

Customs and festivals in Italian-speaking countries/communities

Italian	English
albero di Natale	Christmas tree
auguri	(best) wishes
Babbo Natale	Father Christmas
Capodanno, il	New Year

Italian	English
chiesa, la	church
compleanno, il	birthday
ebreo	Jewish
Epifania	twelfth night
Ferragosto, il	summer bank holiday
festa, la	party, festival
festa della mamma, la	mother's day
festeggiare	to celebrate
fuochi d'artificio, i	fireworks
moschea, la	mosque
musulmano	Muslim
Natale, il	Christmas
Pasqua	Easter
regalo, il	a gift
religioso	religious
spumante, lo	fizzy white wine
vigilia di Natale, la	Christmas eve

3.5.3.2 Local, national, international and global areas of interest

Home, town, neighbourhood and region

Italian	English
a buon mercato	inexpensive
abbigliamento, l'	clothing
abitante, l'	inhabitant
abitare	to live

Italian	English
abito, l’	dress
albero, l’	tree
all’aperto	in the open air
andare di moda	to be fashionable
antico	old
appartamento, l’	flat
armadio, l’	cupboard, wardrobe
aspirapolvere, l’ (inv)	vacuum cleaner
balcone, il	balcony
banca, la	bank
biblioteca, la	library
borsa, la	(hand)bag
calcetto, il	five-a side-football
calzini, i	socks
cambiare	to (ex)change
cambio, il	exchange rate - money
camera, la (da letto)	bedroom
camicetta, la	blouse
camicia, la	shirt
campagna, la	countryside
cantina, la	cellar
carta di credito, la	credit card
carta igienica, la	toilet paper
casa, la a schiera/doppia	(terraced/semi-detached) house

Italian	English
cassettiera, la	chest of drawers
cassetto, il	drawer
castello, il	castle
cattedrale, la	cathedral
centro commerciale, il	shopping centre
chiave, la	key
chiesa, la	church
citofono, il	intercom
città, la	town, city
cittadina, la	small town
cliente, il/la	customer
codice postale, il	post code
collana, la	necklace
commesso	shop assistant
comodo	comfortable, convenient
condividere	to share
congelatore, il	freezer
contanti, i	cash
coperta, la	blanket
copriletto, il	bedcover
corridoio, il	corridor
costoso	expensive
costume da bagno, il	swimming costume
cravatta, la	tie

Italian	English
cucina, la	kitchen
cucina, la (gas/elettrica)	(gas/electric) cooker
cuscino, il	cushion
detersivo, il	washing powder
disordinato	untidy
divano, il	sofa
dormire	to sleep
duomo, il	cathedral
duro	hard
economico	inexpensive
edicola, l’	kiosk
edificio, l’	building
entrare	to enter
entrata, l’	entrance
equitazione, l’	horse riding
erba, l’	grass
fabbrica, la	factory
fare i piatti	to wash up
fare il letto	to make the bed
fare la doccia	to have a shower
fare uno sconto	to give a discount
fattoria, la	farm
felpa, la	fleece
fermata, la (dell’autobus)	(bus) stop

Italian	English
finestra, la	window
fiore, il	flower
fontana, la	fountain
forno, il (a microonde)	(microwave) oven
frigorifero, il	fridge
fruttivendolo, il	greengrocer
gabinetto, il	toilet
galleria d'arte, la	art gallery
gelateria, la	ice cream shop
giacca, la	jacket
giardino, il	garden
gonna, la	skirt
grande magazzino, il	department store
gratis	free
gratuito	free
incartare	to wrap
industria, l'	industry
industriale	industrial
isola, l'	island
lago, il	lake
lampada, la	lamp
lampadina, la	light bulb
lavabo, il	sink, wash basin
lavandino, il	sink, wash basin

Italian	English
lavare (lavarsi)	to wash (oneself)
lavastoviglie, la	dishwasher
lavatrice, la	washing machine
leggero	light (weight)
letto, il	bed
libreria, la	bookcase
libreria, la	bookshop
lista della spesa	shopping list
locale notturno, il	night club
luce, la	light
macchina, la	car
macelleria, la	butcher's shop
maglia, la	jumper
maglietta, la	t-shirt
maglione, il	sweater
mappa, la	map
marciapiede, il	pavement
mercato, il	market
metro(politana), la	underground
mettere in ordine	to sort out
mobili, i	furniture
moda, la	fashion
moneta, la	money in coins
montagna, la	mountain

Italian	English
monumento, il	monument
mostrare	to show
muro, il	wall
negoziante, il/la	shop keeper
negozio del quartiere, il	local shops
negozio di abbigliamento, il	clothes shop
negozio di generi alimentari, il	grocer's shop
negozio, il	shop
offerta speciale, l'	special offer
ora di pranzo/cena, l'	lunch/dinner time
ordinato	tidy
orecchini, gli	earrings
orologio, l'	clock, watch
paesaggio, il	landscape/scenery
Paese, il	country
paese, il	village
pagare (in contanti)	to pay cash
palazzo, il	building, palace
panetteria, la	baker's shop
pantaloni, i	trousers
parco, il	park
parete, la	wall (interior)
pasticceria, la	cake shop
piano, il	floor, piano

Italian	English
pianta, la	plant
pianterreno, il	ground floor
piatto, il	plate
piazza, la	town square
pigiama, il	pyjamas
pittoresco	picturesque
poltrona, la	armchair
ponte, il	bridge
porta, la	door
porta-finestra, la	French window
portafoglio, il	wallet
portamonete, il (inv)	purse
pranzare	to eat lunch
pranzo il	lunch
prezzi fissi, i	fixed prices
primo piano, il	first floor
privato	private
profumeria, la	perfume shop
provincia, la	province, region
pubblico	public
pulire	to clean
quadro, il	picture
qualità, la (inv)	quality
quantità, la (inv)	quantity

Italian	English
quartiere, il	district
regione, la	region
residenziale	residential
rosa, la	rose
rumore, il	noise
rumoroso	noisy
ruota, la	wheel
sacchetto, il	bag (from shop)
sala da pranzo, la	dining room
salire	to go up, get into (transport)
saldi, i	sales
salotto, il	sitting room
salumeria, la	delicatessen
sandalo, il	sandal
sbrigarsi	to hurry up
scaffale, lo	shelf
scale, le	stairs
scarpa, la	shoe
scegliere	to choose
scelta, la	choice
scendere	to go down, get out of (transport)
sciarpa, la	scarf
sconto, lo	discount
scontrino, lo	receipt
scrivania, la	desk

Italian	English
sedersi	to sit down
sedia, la	chair
servizi, i	bathroom
soffitta, la	attic, loft
soggiorno, il	sitting room
sogno, il	dream
soldi, i	money
spazioso	spacious
specchio, lo	mirror
spegnere	to switch off
sport acquatico, lo	water sport
stanza, la	room
sterlina, la	pound
stivale, lo	boot
storico	historic
studio, lo	study
supermercato	supermarket
svantaggio, lo	disadvantage
sveglia, la	alarm clock
svegliarsi	to wake up
tabaccheria, la	tobacconist's
taglia, la	size
tappeto, il	carpet, rug
tassì/taxi, il	taxi

Italian	English
tavolo/a, il/la	table
tazza, la	cup
telefonare	to phone
telefono, il	telephone
televisore, il	a television set
tende, le	curtains
terrazza, la	patio, veranda
tetto, il	roof
tirare	to pull
toilette, la (inv)	toilet
torre, la	tower
tovaglia, la	tablecloth
tovagliolo, il	napkin
ufficio postale, l’	post office
ufficio turistico, l’	tourist office
vantaggio, il	advantage
vasca da bagno, la	bath tub
vaso, il	vase
vestirsi	to get dressed
vestito, il	dress
vetrina, la	shop window
villaggio, il	village
vista, la	view
vita, la	life

Italian	English
vivere	to live
zona, la	area

Social issues

Italian	English
acqua, l’	water
aiutare	to help
aiuto, l’	help
alcolici, gli	alcoholic drinks
alcolico	alcoholics
alcolismo, l’	alcoholism
alcool/alcol, l’ (inv)	alcohol
ambulanza, l’	ambulance
ambulatorio, l’	surgery
ammalarsi	to become ill
ammalato	ill
andare a dormire	to go to bed
andare dal medico/dentista	to go to the doctor/dentist
aspirina, l’	aspirin
astemio	non-drinker of alcohol
avere caldo/freddo	to be hot/cold
avere fame/sete	to be hungry/thirsty
avere mal di (testa)	to have a (head) ache
avere paura di	to be afraid
avere sonno	to be sleepy

Italian	English
bellezza, la	beauty
bere	to drink
bevande alcoliche, le	alcoholic drinks
bevande analcoliche, le	non-alcoholic drinks
bicchiere, il	glass
cadere	to fall
caloria, la	calorie
camminare	to walk
cancro, il	cancer
caviglia, la	ankle
cena, la	dinner
cenare	to dine
cereale, il	cereal
cerotto, il	plaster
cibo, il	food
cocaina, la	cocaine
colazione, la (prima)	breakfast
compressa, la	pill, tablet
corpo, il	body
correre	to run
cucina, la	kitchen
cucinare	to cook
cuore, il	heart
danneggiare	to harm

Italian	English
danno, il	harm, damage
dannoso	harmful
dare da mangiare	to feed
dente, il	tooth
dentista, il/la	dentist
dimagrire	to lose weight
disoccupato	unemployed
disoccupazione, la	unemployment
dito, il (le dita)	finger (fingers)
dolore, il	pain
droga, la /le droghe	drugs
drogarsi	to take drugs
droghe pesanti, le	hard drugs
eroina, l’	heroine
esercizio fisico, l’	physical exercise
essere in forma	to be fit
fame, la	hunger
fare bene/male alla salute	to be good/bad for health
fare jogging	to go jogging
farmacia, la	chemists
farmacista, il	pharmacist
febbre, la	high temperature
fegato, il	liver
ferito	injured

Italian	English
freddo	cold
fritto	fried
frutta, la	fruit
fumare	to smoke
fumo, il	smoke
gamba, la	leg
ginocchio, il (le ginocchia)	knee (knees)
gola, la	throat
guarire	to cure
in buona salute	in good health
indigestione, l’	indigestion
influenza, l’	flu
iniettarsi	to inject
lavoro di volontario	voluntary work
lista, la	list
malato	ill
mangiare	to eat
mano, la (le mani)	hand (hands)
mantenersi in forma	to keep fit
medicina, la	medication
medico, il	doctor
merenda, la	afternoon snack
morire	to die
morte, la	death

Italian	English
negozio di beneficenza, il	charity shop
occhio, l’	eye
odore, l’	odour
orecchio, l’	ear
ospedale, l’	hospital
pancia, la	abdomen, stomach
pastiglia, la	lozenge
pericolo, il	danger
pericoloso	dangerous
piede, il	foot
pieno	full
polizia, la	police
poliziotto, il	policeman
polmone, il	lung
pompiere, il	firefighter
profumo, il	perfume
pronto soccorso, il	first aid
raffreddore, il	cold
razzismo	racism
razzista	racist
rilassarsi	to relax
riposarsi	to rest
ristorante, il	restaurant
rompere	to break

Italian	English
sale, il	salt
salute, la	health
sangue, il	blood
sano	healthy
scatola, la	box, can
schiena, la	back
secco	dry
sentire odore di ….	to be able to smell
sentirsi	to feel (eg unwell)
sete, la	thirst
sigaretta, la	cigarette
smettere di	to stop doing something
sniffare	to sniff, snort
soffrire	to suffer
sostanza chimica, la	chemical substance
spacciare	to deal eg drugs
spacciatore/trice di droga, lo/la	drug dealer
spalla, la	shoulder
spazzolino da denti, lo	toothbrush
spinello, lo	marijuana cigarette
spuntino, lo	snack
stanco	tired
stare bene/male	to be well/unwell
stomaco, lo	stomach
succedere	to happen

Italian	English
succedere	to succeed
tavola calda, la	self-service cafeteria
testa, la	head
tosse, la	cough
tossicodipendente, il/la	drug addict
trafficante di droga, il/la	drug trafficker
trattoria, la	restaurant
ubriacarsi	to get drunk
ubriaco	drunk
vandalismo, il	vandalism
vegetariano	vegetarian
verdura, la	vegetables
vigile del fuoco, il	firefighter
vizio, il	bad habit
voce, la	voice
volontario, il	volunteer
vuotare	to empty
vuoto	empty
zuccherato	sugary

Global issues

Italian	English
acqua del rubinetto, l’	tap water
ambiente, l’	environment
aumento, l’	increase

Italian	English
benzina (senza piombo), la	(lead free) petrol
bidone dei rifiuti, il	rubbish bin
biodegradabile	biodegradable
bombolette spray, le	spray cans
bottiglia, la	bottle
buco dell'ozono, il	hole in ozone layer
buttare	to throw away
carbone, il	coal
carta, la	paper
contenitore, il	container
disastro, il	disaster
distruggere	to destroy
gas di scarico, il	exhaust fumes
gas serra, i	greenhouse gases
gettare	to throw (away)
globale	global
incendio, l'	fire
industria chimica, l'	chemical industry
inquinamento, l' (dell'acqua/dell'aria,)	(water/air) pollution
inquinare	to pollute
lattina, la	can
mezzi pubblici, i	public transport
pedone, il	pedestrian
pista ciclabile, la	cycle path

Italian	English
povertà	poverty
problema ambientale, il	environmental problem
produrre	to produce
proteggere	to protect
pulito	clean
riciclabile	recyclable
riciclaggio, il	recycling
riciclare	to recycle
rifiuti, i	rubbish
risparmiare	to save
riusare	to reuse
sacchetti di plastica, i	plastic bags
senzatetto, il	homeless person
sporcare	to make dirty
terremoto, il	earthquake
traffico, il	traffic
trasporto, il	transport
usare	to use
uso, l'	use
utilizzare	to use
vestiti, i	clothes
vetro, il	glass
zona pedonale, la	pedestrian zone

Travel and tourism

Italian	English
aereo, l’	airplane
aeroporto, l’	airport
affittare	to rent/hire
agriturismo, l’	bed and breakfast in the country
albergo, l’	hotel
all’aria aperta	open air
alloggio, l’	accommodation
andare all’estero	to go abroad
andare in vacanza	to go on holiday
antipasto, l’	starter
aria condizionata, l’	air conditioning
arrivare	to arrive
asciugamano, l’	towel
attraversare	to cross
autonoleggio, l’	car hire
autostrada, l’	motorway
bagaglio, il	luggage
bagno, il	bathroom, toilet
bandiera, la	flag
barca, la	boat
battello, il	boat
befana, la	kind witch who brings gifts
belga, il/la	Belgian
Belgio, il	Belgium

Italian	English
benzina, la	petrol
bibita, la	soft drink
bicicletta, la	bicycle
biglietteria, la	ticket office
biglietto di andata e ritorno, il	return ticket
biglietto di andata, il	single ticket
biglietto intero/ridotto, il	full priced/reduced price ticket
binario, il	platform
bolognese, il	Bolognese (person)
camera a due letti, la	twin room
camera doppia, la	double room
camera matrimoniale, la	double room with double bed
camera singola, la	single room
cameriere/a, il/la	waiter/waitress
camion, il (inv)	lorry
campeggio, il	campsite
carnevale, il	festival (mardi gras in Venice)
cartolina, la	postcard
cartello stradale, il	road sign
casco, il	helmet
cercare	to look for
ciclomotore, il	moped
cintura di sicurezza, la	seat belt
classe (prima/seconda), la	(first/second) class

Italian	English
compreso	including
consigliare	to advise
continuare (... a)	to continue to
contorno, il	side dish - vegetables
controllare	to check
convalidare	to validate (a ticket)
costare	to cost
crema solare, la	sun screen
crociera, la	cruise
dentifricio, il	toothpaste
deposito bagagli, il	left luggage
di nuovo	again
diretto	direct(ly)
disponibile	available
doccia, la	shower
dogana, la	customs
dolce, il	dessert
Edimburgo	Edinburgh
fare il bagno	to have a bath/swim
fare una fotografia	to take a photo
fare una gita	to go on a trip
ferie, le	holidays
firma, la	signature
firmare	to sign

Italian	English
francese, il/la	French person
Francia, la	France
francobollo, il	postage stamp
funzionare	to work (function)
Galles, il	Wales
gallese, il/la	Welsh
Gran Bretagna, la	Great Britain
guida, la	guide
guidare	to drive
in ritardo	late
incluso	including
Inghilterra, l’	England
inglese, l’	English (person)
Irlanda, l’	Ireland
irlandese, l’	Irish (person)
Italia, l’	Italy
italiano/a, l’	Italian (person)
lato, il	side
locale	local
Londra	London
Lotteria, la	lottery
mal di mare, il	sea sickness
Messa, la	church service - mass
mezza pensione, la	half board

Italian	English
mondo, il	world
moto(cicletta), la	motor bike
motore, il	engine
motorino, il	moped
museo, il	museum
Napoli	Naples
Natale, il	Christmas
nient'altro?	anything else?
noleggiare	to hire
Olanda, l'	Holland
olandese, l'	Dutch (person)
ombrello, l'	umbrella
ombrellone, l'	sun umbrella
opera, l'	opera, work of art
ordinare	to order
panettone, il	Italian Christmas cake
parcheggiare	to park
parcheggio, il	car park
partenza, la	departure
partire	to leave
passare	to spend (time)
passeggero, il	passenger
pensione completa, la	full board
piantina, la	map

Italian	English
piatto del giorno, il	dish of the day
Portogallo, il	Portugal
portoghese, il/la	Portuguese (person)
prendere il sole	to sun bathe
prenotare	to book
prenotazione,	booking
prima colazione, la	breakfast
primo piatto, il	first course
pullman, il	bus
Regno Unito, il	United Kingdom
religioso	religious
ricordare	to remember
rimanere	to stay, remain
ritorno, il	return
Roma	Rome
russo/a, il/la	Russian (person)
sabbia, la	sand
sapone, il	soap
Sardegna, la	Sardinia
sardo/a, il/la	Sardinian (person)
sci, lo (inv)	skiing
sciare	to ski
sciopero, lo	strike
Scozia, la	Scotland

Italian	English
scozzese, lo/la	Scottish (person)
secondo piatto, il	main course
seguire	to follow
semaforo, il	traffic lights
senso unico	one way
servizio, il	service
Sicilia, la	Sicily
siciliano/a, il/la	Sicilian (person)
soggiorno, il	stay
Spagna, la	Spain
spagnolo/a, lo/la	Spanish (person)
specialità, la (della casa)	speciality of the restaurant
spiaggia, la	beach
spiegare	to explain
sport invernale, lo	winter sport
Stati Uniti, gli	USA
stazione, la	station
strada, la	road
straniero, lo	foreigner, stranger
supplemento, il	supplement
Svizzera, la	Switzerland
tenda, la	tent
traversata, la	crossing
ufficio informazioni, l'	information office

Italian	English
uscita, l’	exit
vacanza, la	holiday
valigia, la	suitcase
Venezia	Venice
veneziano/a, il/la	Venetian (person)
veramente	really
via, la	road
viaggiare	to travel
viaggiatore, il	traveller
viaggio, il	journey
visitare	to visit (a place)
vista (sul mare), la	view (of the sea)
volare	to fly
volentieri	willingly
volo, il	flight

3.5.3.3 Current and future study and employment

My studies

Italian	English
arte, l’	art
biologia, la	biology
chimica, la	chemistry
classe, la	class
economia domestica, la	food technology
economia, l’	economics

Italian	English
educazione fisica, l'	physical education
fisica, la	physics
geografia, la	geography
greco, il	Greek
informatica, l'	IT
inglese, l'	English
italiano, l'	Italian
latino, il	Latin
lingue straniere, le	foreign languages
maestro/a, il/la	primary school teacher
matematica, la	mathematics
materia, la	subject
professore/professoressa, il/la	secondary school teacher/professor
scienza, la	science
spagnolo, lo	Spanish
storia, la	history
studiare	to study

Life at school/college

Italian	English
a piedi	on foot
alunno/a, l'	pupil
andare in bicicletta	to cycle
aprire	to open
ascoltare	to listen

Italian	English
assente	absent
aula, l’	hall
autobus, l’ (inv)	bus
bullismo fisico/verbale, il	physical/verbal bullying
bullo, il	bully
calcolatrice, la	calculator
campo da tennis, il	tennis court
campo sportivo, il	sports field
capire	to understand
chiedere	to ask
chiudere	to close
classico	classical
collegio, il	college (boarding)
cominciare	to start
compagno di classe, il	classmate
compiti, i	homework
complicato	complicated
dare un esame	to take an exam
difficile	difficult
dimenticare	to forget
direttore/direttrice, il/la	head teacher
divisa scolastica, la	uniform
dizionario, il	dictionary
domanda, la	question
domandare	to ask

Italian	English
errore, l’	mistake
esame, l’	examination
esempio, l’	example
facile	easy
fare i compiti	to do homework
finire	to finish
fisica, la	physics
frase, la	sentence
frequentare	to attend
gesso, il	chalk
gita, la	(school) trip
gomma, la	rubber
imparare	to learn
informatica, l’	information technology
iniziare	to start
insegnante, l’	teacher
insegnare	to teach
insultare	to insult
intervallo, l’	break time
istruzione, l’	teaching
laboratorio, il	laboratory
lavagna a fogli mobili,	flip chart
la lavagna bianca, la	whiteboard
lavagna interattiva, la	interactive whiteboard

Italian	English
lavagna luminosa, la	overhead projector
letteratura, la	literature
lezione, la	lesson
libertà, la	freedom
libro, il (di testo)	(text) book
liceo, il classico/linguistico/scientifico	high school
marinare la scuola	to truant school
matita, la	pencil
mensa, la	canteen
necessario	necessary
orario l'	timetable
pagina, la	page
parlare	to speak
parola, la	word
passare un esame	to pass an exam
penna, la	pen
pennarello (a secco), il	(whiteboard) marker pen
permesso?	may I?
prendere un bel/brutto voto	to get a good/bad mark
presente	present
preside, il/la	head teacher
problema, il	problem
quaderno, il	exercise book
refettorio, il	refectory

Italian	English
registratore, il	recorder
regola, la	rule
religione, la	religion, religious studies
ricreazione, la	break time
righello, il	ruler
ripetere	to repeat
risposta, la	reply
risultato, il	result
riuscire	to succeed
sala dei professori, la	staff room
sbagliare	to make a mistake
sbaglio, lo	a mistake
scambio, lo	an exchange
scuola elementare/primaria, la	primary school
scuola media inferiore/ superiore	middle school
scuola privata, la	private school
scuola secondaria/superiore, la	secondary school
scuola statale/pubblica, la	state school
severo	strict
silenzio, il	silence
studio, lo	study
tacere	to be quiet
tema, il	essay
trimestre, il	term

Italian	English
trovare	to find
vittima, la	victim
vocabolario, il	vocabulary
voto, il	mark, grade
zaino, lo	rucksack

Education post-16

Italian	English
anno sabbatico	gap year
apprendista	apprentice
apprendistato, l'/stage, lo/tirocinio, il	training
laurea, la	degree
laurearsi	to graduate
scegliere	to choose
università, l'	university

Jobs, career choices and ambitions

Italian	English
a tempo pieno	full time
appuntamento, l'	appointment
attore/attrice, l'	actor
autista, l'	driver
azienda, l'	agency
barbiere, il	barber
camionista, il	lorry driver
candidato, il	candidate

Italian	English
carriera, la	career
casalingo/a, il/la	housewife/husband
cassiere/a, il/la	cashier, check-out assistant
certamente	certainly
colpo di telefono, il	phone call
commerciante, il	trader
congresso, il	congress
cuoco, il	cook
decidere	to decide
direttore/direttrice, il/la	director
dirigere	to direct
ditta, la	company
divisa, la	uniform
domicilio, il	home
dottore/dottoressa, il/la	doctor
elenco telefonico, l’	telephone directory
entusiasmo, l’	enthusiasm
esportare	to export
essere disposto a	to be willing to
fare una domanda di lavoro	apply for work
fare una telefonata	make a telephone call
fornaio, il	baker
futuro, il	future
garantire	to guarantee

Italian	English
giornalista, il/la	journalist
guadagnare	to earn
guida, la (turistica/alpina)	(tourist/mountain) guide
imbucare	to post
impiegato amministrativo, l’	administrator
importare	to import
importare	to matter to
ingegnere	engineer
interprete, l’	interpreter
lavorare	to work
lavoretto, il	part-time job/odd job
lavoro temporaneo, il	temporary work
lavoro, il	work
legge, la	law
lettera, la	letter
macellaio/a, il/la	butcher
mandare	to send
meccanico, il	mechanic
messaggio, il	message
migliorare	to improve
negoziante, il	shopkeeper
notizia, la	news
obiettivi, gli	objectives
onestà, l’	honesty
operaio, l’	workman

Italian	English
orario di lavoro, l’	hours of work
orario flessibile, l'	flexible working hours
padrone, il	boss
paga, la	pay
parrucchiere/a, il/la	hairdresser
partecipazione, la	participation
pittore/pittrice, il/la	painter
possibile	possible
postino, il	postman
prefisso, il	prefix
prete, il	priest
professore/professoressa, il/la	teacher
pronto	ready
proprietario, il	owner
provare	to try
pubblicità, la (inv)	advertising
richiamare	to call back
rispondere	to reply
scadenza, la	expiry
scopo, lo	purpose
scrittore/scrittrice, lo/la	writer
segretario/a, il/la	secretary
segreteria telefonica, la	answering machine
società, la	society

Italian	English
specializzazione, la	specialisation
spedire	to send
spiegazione, la	explanation
stage aziendale, lo	internship
stilista, lo/la	stylist
stipendio, lo	salary
studente/studentessa, lo/la	student
titolo di studio, il	qualification
traduttore/traduttrice, il/la	translator
ufficio, l'	office
veterinario, il	vet

3.5.4 Theme based vocabulary (Higher Tier)

3.5.4.1 Identity and culture

Me, my family and friends

Italian	English
allegro	happy
anello, l' (di fidanzamento)	(engagement) ring
assistere	to attend
bisogni dell'altro, i	needs of others
celebre	famous
celibe	unmarried (man)
cieco	blind
coetaneo, il	peer
cooperativo	cooperative

Italian	English
dedicare	to dedicate
deludere	to disappoint
fede, la	faith, wedding ring
fratellastro, il	step/half brother
gabbia, la	cage
genero, il	son-in-law
giudizio, il	judgement
indagine, l'	survey
matrigna, la	stepmother
minaccia, la	menace
minacciare	to menace
nostalgia, la	homesickness
nubile	unmarried (woman)
nuora, la	daughter-in-law
offeso	offended
patrigno, il	stepfather
pieno di vita	full of life
rompere le scatole a qn.	to annoy somebody
scherzare	to joke
socializzare	to socialise
sordo	deaf
sorellastra, la	step/half sister
sorvegliare	monitor, keep an eye on
strano	strange

Italian	English
suocero/a, il/ la	father/mother-in-law
tagliare	to cut
temperamento, il	temperament
teppismo, il	hooliganism
teppista, il	hooligan
una famiglia composta da …	a family consisting of
voler bene (a qn.)	to love

Technology and everyday life

Italian	English
accesso a distanza, l’	remote access
allegato	attached
blogger	blogger
cancellare	to delete
console per videogiochi	games console
destinatario, il	addressee
in diretta	live
motore di ricerca, il	search engine
pila	battery
salvare	to save
sistema operativo, il	operating system
stampare	to print

Free time activities

Italian	English
accompagnare	to go with

Italian	English
aglio, l’	garlic
albicocca, l’	apricot
alpinismo, l’	climbing
amaro	bitter, sour
andare in barca a vela	to go sailing
assegno, l’	cheque
atleta, l’	athlete
atletica, l’	athletics
brodo, il	thin soup, broth
carciofo, il	artichoke
carrello, il	shopping trolley
cartella, la	file, folder
cartoleria, la	stationery shop
cetriolo, il	cucumber
chiuso per ferie	shut for holidays
chiuso per turno	day off
ciliegia, la	cherry
commedia, la	play
compilare un modulo	to fill in a form
corsa, la	running
didattico	educational
drogheria, la	grocers shop
fagiolino, il	bean
film giallo, il	thriller

Italian	English
fioraio, il	florist shop
gioielleria, la	jewellers shop
gustare	to taste
gusto, il	flavour
gustoso	tasty
indovinare	to guess
lampone, il	raspberry
lavanderia, la	cleaners
melanzana, la	aubergine
nascondere	to hide
noce, la	(wal)nut
pallanuoto, la	water polo
passeggiare	to walk
pesca, la	fishing
pescare	to fish
pescheria, la	fish shop
piccante	spicy
pisello, il	pea
pompelmo, il	grapefruit
prugna, la	plum
reparto, il (abbigliamento/casalinghi)	(clothing/household) department
resto, il	change (in money)
ricetta, la	recipe
rosmarino, il	rosemary

Italian	English
saldi, i (di fine stagione)	(end of season) sale
sapere di	taste of
scala mobile, la	escalator
sci nautico, lo	water skiing
servizio a domicilio, il	home delivery
spiccioli, gli	change (in coins)
spingere	to push
svendita, la	(closing down) sale
tonno, il	tuna
trota, la	trout
vitello, il	veal
zucchino, lo	courgette

Customs and festivals in Italian-speaking countries/communities

Italian	English
canzone natalizia, la	Christmas carol/song
maschera, la	mask
processione, la	procession
settimana di Pentecoste	Whitsuntide

3.5.4.2 Local, national, international and global areas of interest

Home, town, neighbourhood and region

Italian	English
a righe	stripy
abbigliamento, l’	clothing
accomodarsi	to settle in

Italian	English
ammobiliato	furnished
apparecchiare	to lay (table)
aspirapolvere, l’	vacuum cleaner
badare al bambino	look after a child (babysit)
bosco, il	wood (trees)
box, il	garage (parking)
bussare	to knock
campanello, il	bell
canale, il	TV channel
cappello, il	hat
cappotto, il	coat
cartello, il	sign
cintura, la	belt
circondato	surrounded
collant, i	tights
collina, la	hill
comodino, il	bedside table
composto	made up of
fiume, il	river
foglia, la	leaf
golfino, il	cardigan
guanto, il	glove
impermeabile, l’	raincoat
ingresso, l’	entrance

Italian	English
lavanderia, la	utility room, laundry
lenzuolo, il	sheet
mansarda, la	attic room
mensola, la	shelf
municipio, il	town hall
mutande, le	knickers, pants
padella, la	pan
passaggio pedonale, il	zebra crossing
pentola, la	pan
persiana, la	blind
pieno zeppo	completely full
pozzo, il	well
questura, la	police station
recintato	fenced
ripostiglio, il	cupboard
sgabuzzino, lo	cupboard
siepe, la	hedge
sindaco, il	mayor
sparecchiare	to clear (table)
spolverare	to dust
stirare	to iron

Social issues

Italian	English
accadere	to happen

Italian	English
acqua potabile, l’	drinking water
AIDS, l’	AIDS
allenamento, l’	training (physical)
anfetamina, l’	amphetamine
anoressia	anorexia
assaggiare	to try, taste
aver luogo	to take place
avvenire	to happen
avvertire	to advise, warn
cedere alla tentazione	to give into temptation
centro anti-droga, il	rehab centre
cervello, il	brain
consumo, il	consumption
crisi d’astinenza, la	cold turkey
debito, il	debt
depressione, la	depression
disintossicarsi	detox
emarginare	marginalise
extracomunitari, gli	non-EU
fare moto	to exercise
faticoso	tiring
fegato, il	liver
infarto, l'	heart attack
inserimento sociale, l’	integration

Italian	English
malattia cardiovascolare, la	cardiovascular disease
morfina, la	morphine
oppio, l’	opium
parità, la	equality
peggiorare	to get worse
pelle, la	skin
pregiudizio, il	prejudice
problema respiratorio, il	respiratory problem
prostituzione la	prostitution
provocare	to cause
remare	to row
respirare	to breathe
riabilitazione, la	rehabilitation
rinunciare	to give up
robusto	strong, sturdy
salato	salty
sapore, il	flavour
saporito	tasty
scivolare	to slip
sieropositivo, il	HIV positive
sforzo, lo	effort
slogare	to dislocate
tatuare	to tattoo
tatuaggio, il	tattoo

Italian	English
tosse, la	cough
ubriacarsi	to get drunk
ubriaco	drunk

Global issues

Italian	English
alluminio, l’	aluminium
anidride carbonica	carbon dioxide, CO2
buco, il	hole
carbone, il	coal
cartone, il	cardboard
centrale, la	power station
cibo biologico, il	organic food
cloro fluoro carburi	CFCs
consumo giornaliero, il	daily consumption
contenitore, il	container (recycling)
danneggiare	to damage
deforestazione, la	deforestation
discarica, la	dump, waste disposal centre
ecologico	ecological
effetto serra, l’	greenhouse effect
energia solare/eolica/nucleare/d’onda/ rinnovabile, l’	solar/wind/nuclear/wave/renewable energy
fertilizzante, il	fertilizer
fracasso, il	lot of loud noise
guerra, la	war

Italian	English
imballaggio, l’	packaging
immigrazione, l’	immigration
impatto ambientale, l’	environmental impact
industria, l’	industry
inondazione, l’	flooding
inquinamento acustico, l’	noise pollution
insetticida, un	insecticide
livello, il	level
marea, la	tide
medicine scadute, le	out of date medicines
metano	methane
nocivo	harmful
ossigeno, l’	oxygen
pace, la	peace
petroliera, la	oil tanker
petrolio, il	crude oil
pile scariche, le	dead batteries
strato di ozono, lo	ozone layer
turbina eolica, la	wind turbine
radiazioni ultraviolette	ultraviolet radiation
raffineria, la	refinery
scomparire	to disappear
sovraffollamento, il	overpopulation
superficie terrestre, la	surface of the earth

Travel and tourism

Italian	English
a bordo	on board
aria condizionata, l’	air conditioning
atterrare	to land
blocchetto di biglietti, il	book of tickets
carta stradale, la	road map
coincidenza, la	connection (on journey)
dare su	to overlook
decollare	to take off
direttissimo, il	fast train
dogana, la	customs
gemellato	twinned
giorno feriale, il	working day
giorno festivo, il	non-working day
guasto	out of order, broken
incrocio, l’	crossroads
letti a castello, i	bunk beds
Manica, la	English Channel
nave, la	ship
ostello della gioventù, l’	youth hostel
Parigi	Paris
patente, la	driving licence
pista, la	track
posto, il	seat (on transport)
rallentare	to slow down

Italian	English
rapido, il	fast train
roulotte, la (inv)	caravan
sala d'aspetto, la	waiting room
scarponi da sci, gli	ski boots
sedia a sdraio, la	deck chair
tessera, la	pass
traghetto, il	ferry
trascorrere	to pass (time)
traversata, la	crossing
verificare	to check
vettura ristorante, la	restaurant carriage

3.5.4.3 Current and future study and employment

My studies

Italian	English
attento/a/i/e	attentive
cucito, il	sewing
educazione civica, la	Citizenship
tesi, la	thesis

Life at school/college

Italian	English
ambizioso	ambitious
attività culturali, le	cultural activities
bocciare	fail (have to repeat a school year)
borsa di studio, la	grant, scholarship

Italian	English
comportamenti antisociali	antisocial behaviour
delusione, la	disappointment
dettaglio, il	detail
esame di Stato, l’	national exams
pagella, la	school report
punizione, la	detention
ripassare	to revise
ripetere un anno	to retake a year
rispettare	to respect
scuolabus, lo	school bus

Education post-16

Italian	English
apprendistato, l’	apprenticeship
carriera, la	career
ricerca, la	research
università, l’	university

Jobs, career choices and ambitions

Italian	English
assumere	to accept, take on
aumento di stipendio, l’	pay rise
autorimessa, l’	garage (repairs)
avvocato, l’	lawyer
buca delle lettere, la	letter box
cercapersone, il	pager

Italian	English
collega, il/la	colleague
contattare	to contact
dirigente, il/la	manager
domanda d'impiego, la	job application
fare il pendolare	to commute
Fiera, la	trade fair
fotocopia, la	photocopy
fotocopiare	to photocopy
impegnativo	demanding
impegnato	busy
indipendenza economica, l'	financial independence
licenziare	to dismiss
licenziarsi	to resign
motivante	motivating
motivare	to motivate
muratore, il	bricklayer
pendolare, il/la	commuter
personale, il	staff
preoccuparsi	to worry
preoccupazione, la	worry
prova scritta, la	written test
sede (centrale), la	headquarters
squillare	to ring
stressante	stressful

Italian	English
tecnico, il	technician

4 Scheme of assessment

Find past papers and mark schemes, and sample papers for new courses, on our website at aqa.org.uk/pastpapers

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, learners must complete all assessments at the end of the course and in the same series.

GCSE exams and certification for this specification are available for the first time in May/June 2019 and then every May/June for the life of the specification.

All materials are available in English only.

Our GCSE exams in Italian include questions that allow learners to demonstrate their ability to:

- draw together their knowledge, skills and understanding from across the full course of study
- provide extended responses.

4.1 Aims and learning outcomes

Courses based on this specification should encourage students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of Italian should also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Courses based on this specification should enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where Italian is spoken
- make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies.

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Italian specifications and all exam boards.

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Listening – understand and respond to different types of spoken language.
- AO2: Speaking – communicate and interact effectively in speech.
- AO3: Reading – understand and respond to different types of written language.
- AO4: Writing – communicate in writing.

4.2.1 Assessment objective weightings for GCSE Italian

4.2.1.1 Foundation and Higher Tiers

Assessment objectives (AOs)	Component weightings (approx %)				Overall weighting (approx %)
	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing	
AO1 (Listening)	25				25
AO2 (Speaking)		25			25
AO3 (Reading)			25		25
AO4 (Writing)				25	25
Overall weighting of components					100

4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Learners' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

4.3.1 Foundation Tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	40	x3/2	60
Paper 2 (Speaking)	60	x1	60
Paper 3 (Reading)	60	x1	60
Paper 4 (Writing)	50	x6/5	60
		Total scaled mark:	240

4.3.2 Higher Tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	50	x6/5	60
Paper 2 (Speaking)	60	x1	60
Paper 3 (Reading)	60	x1	60
Paper 4 (Writing)	60	x1	60
		Total scaled mark:	240

4.4 Paper 1: Listening

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 40 marks; 35 minutes (including 5 minutes' reading time)

Higher Tier 50 marks; 45 minutes (including 5 minutes' reading time)

- The test will be studio recorded using native speakers speaking in clearly articulated, standard speech at near normal speed.
- The recording will be provided to schools and colleges in an appropriate audio format at the same time as the dispatch of the question papers.
- Different types of spoken language will be used, using familiar language across a range of contemporary and cultural themes.
- Students will be given five minutes' reading time at the beginning of the test to give them time to read the questions.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Each item will be heard twice and pauses for students to answer will be built into the test.
- Students will be allowed to make notes at any time during the test.
- Access to dictionaries is not permitted at any time during the test.

4.4.1 Foundation Tier and Higher Tier

In Section A, students' understanding of spoken language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in Italian, requiring non-verbal responses or responses in Italian. The tests will contain some items which are common to both tiers.

The responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test at both tiers will consist of a variety of short and longer spoken pieces of language, involving some more complex language later in the test, which will not place an undue burden on memory at any time.

Students will be required to identify the overall message, key points, details and opinions from items such as announcements, short conversations, instructions, news bulletins and telephone

messages, together with some material which will be longer and will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. They will also be required to deduce meaning from more abstract material, including short narratives. They will hear more extended spoken text where they will recognise and respond to key information, themes and ideas by answering questions, extracting information and evaluating and drawing conclusions.

4.5 Paper 2: Speaking

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

A window of up to five weeks will be timetabled for the test, during which schools/colleges will be free to test their students at any time. The window will be timetabled to run in April and May. The teacher may open the speaking test materials up to three working days in advance of the first day of the specified test period in order to prepare for conducting the tests. The Teacher's booklet will contain a *Speaking test sequence chart* which will show which Role-play and Photo card each student must be allocated and which themes will be covered in the general conversation part of the test.

Detailed instructions for the teacher will be issued prior to the test period. Online training will also be available to ensure teachers are wholly familiar with the requirements and format of the tests.

The confidentiality of the test materials must be strictly maintained prior to and during the period of the tests.

Access to dictionaries is not permitted at any time during the test or the supervised preparation time.

Instructions for the test are in English. All questions are in Italian.

Students will be allowed to make notes, on an *Additional answer sheet*, during their supervised preparation time and take them into the exam room to use during the test. There is no restriction on the number of words or the material (eg conjugated verbs) which the notes may contain. They must hand the notes in to the teacher-examiner immediately before the general conversation part of the test. The notes must be stored under secure conditions until results day, after which they must be disposed of.

The test is conducted and audio-recorded by the teacher and marked by an AQA examiner.

4.5.1 Foundation Tier and Higher Tier

60 marks

Foundation Tier: students will attend one session of 7–9 minutes (and supervised preparation time of 12 minutes).

Higher Tier: students will attend one session of 10–12 minutes (and supervised preparation time of 12 minutes).

The format of the test will be the same for each tier and will consist of three parts.

4.5.1.1 Role-play (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test during their preparation time. Students will carry out one role-playing situation (approximately two minutes at Foundation Tier and two minutes at Higher Tier).

The Role-play card will allow students to answer questions and convey information, using and adapting language for new purposes. Students will respond to unexpected questions and use repair strategies to sustain communication. They will also ask a question.

4.5.1.2 Photo card (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test in the supervised preparation time. Students will discuss one Photo card (approximately two minutes at Foundation Tier and three minutes at Higher Tier). Teachers will ask five prescribed questions based on the Photo card. Three of these five questions will be printed on the student's card.

4.5.1.3 General conversation (30 marks)

The teacher will conduct a conversation based on the two themes which have not been covered on the Photo card (between three and five minutes at Foundation Tier and five and seven at Higher Tier). A similar amount of time should be spent on each theme. The student will choose the first theme; the second theme is the remaining theme which has not been covered in the Photo card part of the test. This ensures that aspects of all three themes are covered in the Speaking test.

The general conversation allows the student to take part in a conversation, asking and answering questions and exchanging opinions. The student will also convey information and narrate events coherently and confidently and use and adapt language for new purposes. They will be able to speak spontaneously, responding to unexpected questions, points of view or situations and sustain communication by using repair strategies. They will initiate and develop conversations and discussion to produce extended sequences of speech. They will make creative and more complex use of language, as appropriate, to express and justify their own thoughts and points of view.

All three parts of the test will allow students to demonstrate appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events. They will also allow students to use accurate pronunciation and intonation so as to be understood by a native speaker.

See the Speaking test assessment criteria.

4.6 Paper 3: Reading

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 60 marks; 45 minutes

Higher Tier 60 marks; 1 hour

- Different types of written language will be used, including relevant personal communication, public information and factual and literary texts.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Access to dictionaries is not permitted at any time during the test.

4.6.1 Foundation Tier and Higher Tier

In Section A, students' understanding of written language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in Italian, requiring non-verbal responses or responses in Italian. In Section C, there will be a translation from Italian into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier). The tests will contain some items which are common to both tiers.

Responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test will consist of a variety of short and longer written texts, involving some more complex language later in the test. Students will be required to identify the overall message, key points, details and opinions from items such as instructions, public notices and advertisements, together with some material which will be longer, such as extracts from brochures, guides, letters, newspapers, magazines, literary texts, email and websites. These will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. Literary texts will include a mix of contemporary and historical sources.

Students will also be required to deduce meaning from a variety of written texts, including some unfamiliar language and short narratives. They will be presented with longer texts where they will be required to recognise and respond to key information, themes and ideas. They will demonstrate understanding by being able to scan for particular information, organise and present relevant details. They will draw inferences and recognise implicit meaning.

4.7 Paper 4: Writing

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

- Access to dictionaries is not permitted at any time during the test.
- All instructions are in English. All questions are in Italian.

4.7.1 Foundation Tier

50 marks; 1 hour

Students are required to write in Italian.

4.7.1.1 Question 1 (8 marks)

A message which demonstrates students' ability to write short sentences using familiar language in a familiar context.

4.7.1.2 Question 2 (16 marks)

A short passage which demonstrates students' ability to write a short text, using simple sentences and familiar language accurately, to convey meaning and exchange information. Students are expected to write approximately 40 words but, **provided the tasks set are completed**, the number of words is not important.

4.7.1.3 Question 3 (10 marks)

A translation from English into Italian, requiring a minimum of 35 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

4.7.1.4 Question 4 (16 marks)

A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed,** the number of words is not important. They choose either Question 4.1 or 4.2. This question is common to Higher Tier Question 1.

4.7.2 Higher Tier

60 marks; 1 hour 15 minutes

Students are required to write in Italian.

4.7.2.1 Question 1 (16 marks)

A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed,** the number of words is not important. They choose either Question 1.1 or 1.2. This question is common to Foundation Tier Question 4.

4.7.2.2 Question 2 (32 marks)

An open-ended writing task which demonstrates their ability to make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince. They should use appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 150 words but, **provided the tasks set are completed,** the number of words is not important. They choose either Question 2.1 or 2.2.

4.7.2.3 Question 3 (12 marks)

A translation from English into Italian, requiring a minimum of 50 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

See the Writing test assessment criteria.

4.8 Assessment criteria

4.8.1 Listening

See the mark scheme published each year for details of how marks are awarded for this question paper.

4.8.2 Speaking

Marks will be allocated in the following way at both Foundation and Higher Tier:

	Communication	Knowledge and use of language	Range and accuracy of language	Pronunciation and intonation	Spontaneity and fluency	Total
Role-play	10	5				15
Photo card	15					15
Conversation	10		10	5	5	30
Total	35	5	10	5	5	60

4.8.2.1 Foundation Tier

4.8.2.1.1 Part 1: Role-play (15 marks)

There are five tasks for the role-play, each of which will be awarded up to 2 marks for communication. There will then be an overall assessment of the student's knowledge and use of language in the role-play. Up to 5 marks will be available for this assessment.

For each task:

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

Notes

(a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both communication and for knowledge and use of language.

For the role-play overall:

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

4.8.2.1.2 Part 2: Photo card (15 marks)

The student's responses to the five questions are assessed for communication only, as specified in the criteria below.

Level	Mark	Communication
5	13–15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10–12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7–9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4–6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1–3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

(a) At least one question on each Photo card asks students to give and explain an opinion.

(b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

4.8.2.1.3 Part 3: General conversation (30 marks)

The general conversation is based on the two themes not covered in the Photo card. At Foundation Tier, the conversation should last between three and five minutes. It is assessed for communication, range and accuracy of language, pronunciation and intonation and spontaneity and fluency, as specified in the criteria below.

A zero score for communication means that the mark in the other three categories must also be zero but, apart from that, the communication mark does not limit the marks in the other categories.

4.8.2.1.3.1 Communication

Level	Mark	Communication
5	9–10	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
4	7–8	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
3	5–6	A speaker who gives short responses. Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible. Gives at least one opinion.
2	3–4	A speaker who is able only to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible. There may be occasions where the speaker is unable to respond.
1	1–2	A speaker who is able to communicate very little, either because most of the time he/she is unable to respond, and/or because most of what is said is unintelligible.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

Students are required to ask the teacher/examiner a question in the general conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for communication in this section. For example, a student who would have received 8 marks out of 10 for communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the general conversation.

4.8.2.1.3.2 Range and accuracy of language

Level	Mark	Range and accuracy of language
5	9–10	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
4	7–8	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.

Level	Mark	Range and accuracy of language
3	5–6	Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication.
2	3–4	Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication.
1	1–2	Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement.
0	0	The language does not meet the standard required for Level 1 at this tier.

4.8.2.1.3.3 Pronunciation and intonation

Level	Mark	Pronunciation and intonation
5	5	Generally good but some inconsistency at times.
4	4	Pronunciation generally understandable with some intonation.
3	3	Pronunciation is understandable, with a little intonation, but comprehension is sometimes delayed.
2	2	Pronunciation very anglicised with almost no intonation, making comprehension difficult at times.
1	1	Pronunciation is only just understandable making comprehension difficult.
0	0	Pronunciation and intonation do not meet the standard required for Level 1 at this tier.

4.8.2.1.3.4 Spontaneity and fluency

Level	Mark	Spontaneity and fluency
5	5	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
4	4	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
3	3	Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow.

Level	Mark	Spontaneity and fluency
2	2	Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow.
1	1	Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses.
0	0	Spontaneity and fluency do not meet the standard required for Level 1 at this tier.

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

4.8.2.2 Higher Tier

4.8.2.2.1 Part 1: Role-play (15 marks)

There are five tasks for the role-play, each of which will be awarded up to 2 marks for communication. There will then be an overall assessment of the student's knowledge and use of language in the role-play. Up to 5 marks will be available for this assessment.

For each task:

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

Notes

(a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both communication and for knowledge and use of language.

For the Role-play overall:

Mark	Knowledge and use of language
5	Very good knowledge and use of language.

Mark	Knowledge and use of language
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

4.8.2.2.2 Part 2: Photo card (15 marks)

The student's responses to the five questions are assessed for communication only, as specified in the criteria below.

Level	Mark	Communication
5	13–15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10–12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7–9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4–6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1–3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

(a) At least one question on each Photo card asks students to give and explain an opinion.

(b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

4.8.2.2.3 Part 3: General conversation (30 marks)

The general conversation is based on the two themes not covered in the Photo card. At Higher Tier, the conversation should last between five and seven minutes. It is assessed for communication, range and accuracy of language, pronunciation and intonation and spontaneity and fluency, as specified in the criteria below.

A zero score for communication means that the mark in the other three categories must also be zero but, apart from that, the communication mark does not limit the marks in the other categories.

4.8.2.2.3.1 Communication

Level	Mark	Communication
5	9–10	A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.
4	7–8	A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.
3	5–6	A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.
2	3–4	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
1	1–2	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
0	0	Communication does not reach the standard required for Level 1 at this tier.

Notes

Students are required to ask the teacher/examiner a question in the general conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for communication in this section. For example, a student who would have received 8 marks out of 10 for communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the general conversation.

4.8.2.2.3.2 Range and accuracy of language

Level	Mark	Range and accuracy of language
5	9–10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
4	7–8	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.

Level	Mark	Range and accuracy of language
3	5–6	Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.
2	3–4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
1	1–2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
0	0	The language does not meet the standard required for Level 1 at this tier.

4.8.2.2.3.3 Pronunciation and intonation

Level	Mark	Pronunciation and intonation
5	5	Consistently good pronunciation and intonation throughout.
4	4	Good pronunciation and intonation with only occasional lapses.
3	3	Generally good but with some inconsistency in more challenging language.
2	2	Generally good but some inconsistency at times.
1	1	Pronunciation generally understandable with some intonation.
0	0	Pronunciation and intonation do not reach the standard required for Level 1 at this tier.

4.8.2.2.3.4 Spontaneity and fluency

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.

Level	Mark	Spontaneity and fluency
2	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
1	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

4.8.3 Reading

See the mark scheme published each year for details of how marks are awarded for this question paper.

4.8.4 Writing

4.8.4.1 Foundation Tier

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

4.8.4.1.1 Question 1 (8 marks)

Students are required to write four sentences. Each sentence is marked according to the following criteria.

Mark	Communication
2	The relevant message is clearly communicated.

Mark	Communication
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

4.8.4.1.2 Question 2 (16 marks)

There are four compulsory bullet points, assessed for content (10 marks) and quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate; examiners will mark all work produced by the student.

4.8.4.1.2.1 Content

Level	Mark	Response
5	9–10	A full coverage of the required information. Communication is clear.
4	7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

4.8.4.1.2.2 Quality of language

Level	Mark	Response
3	5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for content automatically results in a mark of zero for quality of language, but apart from that, the content mark does not limit the mark for quality of language.

4.8.4.1.3 Question 3 (10 marks)

The translation is assessed for conveying key messages (5 marks) and application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. When awarding the marks, the student's response across all five sentences should be considered as a whole.

4.8.4.1.3.1 Conveying key messages

Level	Mark	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

4.8.4.1.3.2 Application of grammatical knowledge of language and structures

Level	Mark	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for conveying key messages automatically results in a mark of zero for application of grammatical knowledge of language and structures, but apart from that, the conveying key messages mark does not limit the mark for application of grammatical knowledge of language and structures.

4.8.4.1.4 Question 4 (16 marks)

There are four compulsory bullet points, assessed for content (10 marks) and quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

4.8.4.1.4.1 Content

Level	Mark	Response
5	9–10	A very good response covering all aspects of the task.Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

4.8.4.1.4.2 Quality of language

Level	Mark	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.

Level	Mark	Response
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for content automatically results in a mark of zero for quality of language. Apart from that, the content mark does not limit the mark for quality of language.

4.8.4.2 Higher Tier

Marks will be allocated in the following way at Higher Tier:

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

4.8.4.2.1 Question 1 (16 marks)

There are four compulsory bullet points, assessed for content (10 marks) and quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

4.8.4.2.1.1 Content

Level	Mark	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.

Level	Mark	Response
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

4.8.4.2.1.2 Quality of language

Level	Mark	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for content automatically results in a mark of zero for quality of language. Apart from that, the content mark does not limit the mark for quality of language.

4.8.4.2.2 Question 2 (32 marks)

There are two compulsory bullet points, assessed for content (15 marks), range of language (12 marks) and accuracy (5 marks), as specified in the criteria below. The student is expected to produce approximately 150 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

4.8.4.2.2.1 Content

Level	Mark	Response
5	13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

4.8.4.2.2.2 Range of language

Level	Mark	Response
4	10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.

Level	Mark	Response
1	1–3	Little variety of appropriate vocabulary. Structures likely to be short and simple. Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for content automatically results in a mark of zero for range of language. Apart from that, the content mark does not limit the mark for range of language.

4.8.4.2.2.3 Accuracy

Level	Mark	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The accuracy does not meet the standard required for Level 1 at this tier.

Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for content automatically results in a mark of zero for accuracy. Apart from that, the content mark does not limit the mark for accuracy.

4.8.4.2.3 Question 3 (12 marks)

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks), as specified in the criteria below. When awarding the marks the student's response across the passage will be considered as a whole.

4.8.4.2.3.1 Conveying key messages

Level	Mark	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.

Level	Mark	Response
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

4.8.4.2.3.2 Application of grammatical knowledge of language and structures

Level	Mark	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for conveying key messages automatically results in a mark of zero for application of grammatical knowledge of language and structures, but apart from that, the conveying key messages mark does not limit the mark for application of grammatical knowledge of language and structures.

5 General administration

You can find information about all aspects of administration, as well as all the forms you need, at aqa.org.uk/examsadmin

5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a learner takes two specifications with the same discount code:

- further and higher education providers are likely to take the view that they have only achieved one of the two qualifications
- only one of them will be counted for the purpose of the *School and College Performance tables* – the DfE's rules on 'early entry' will determine which one.

Please check this before your learners start their course.

Qualification title	Option	AQA entry code	DfE discount code
AQA GCSE in Italian	Foundation Tier	8633F	TBC
	Higher Tier	8633H	TBC

This specification complies with:

- Ofqual *General conditions of recognition* that apply to all regulated qualifications
- Ofqual GCSE qualification level conditions that apply to all GCSEs
- Ofqual GCSE subject level conditions that apply to all GCSEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 603/0985/4.

5.2 Overlaps with other qualifications

There are no overlaps with any other AQA qualifications at this level.

5.3 Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

A student taking Foundation Tier assessments will be awarded a grade within the range of 1 to 5. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

A student taking Higher Tier assessments will be awarded a grade within the range of 4 to 9. A student sitting the Higher tier who just fails to achieve grade 4 will be awarded an allowed grade 3. Students who fail to reach the minimum standard for the allowed grade 3 will be recorded as U (unclassified) and will not receive a qualification certificate.

5.4 Resits and shelf life

Learners can resit the qualification as many times as they wish, within the shelf life of the qualification.

5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

5.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare learners for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any learners, whatever their ethnic background, religion, sex, age, disability or sexuality. Tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual learners who may require an access arrangement or reasonable adjustment. This document is published at jcq.org.uk

Learners with disabilities and special needs

We're required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled learner.

We can make arrangements for disabled learners and learners with special needs to help them access the assessments, as long as the competences being tested aren't changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader.

To arrange access arrangements or reasonable adjustments, you can apply using the online service at aqa.org.uk/eaqa

Special consideration

We can give special consideration to learners who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as family bereavement. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at aqa.org.uk/eaqa

For more information and advice visit aqa.org.uk/access or email accessarrangementsqueries@aqa.org.uk

5.7 Working with AQA for the first time

If your school or college hasn't previously offered our specifications, you need to register as an AQA centre. Find out how at aqa.org.uk/becomeacentre

5.8 Private candidates

This specification is available to private candidates.

A private candidate is someone who enters for exams through an AQA approved school or college but is not enrolled as a learner there.

A private candidate may be self-taught, home schooled or have private tuition, either with a tutor or through a distance learning organisation. They must be based in the UK.

If you have any queries as a private candidate, you can:

- speak to the exams officer at the school or college where you intend to take your exams
- visit our website at aqa.org.uk/privatecandidates
- email privatecandidates@aqa.org.uk

Get help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/8633

You can talk directly to the Italian subject team:

E: mfl@aqa.org.uk

T: 01423 534 381

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