
GCSE ITALIAN

(8633)

Specification

For teaching from September 2017 onwards
For exams in June 2019 onwards

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- You will always find the most up-to-date version of this specification on our website at [aqa.org.uk/8633](https://www.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
- specimen papers and mark schemes for new courses
- example student answers with examiner commentaries.

Analyse your students' results with Enhanced Results Analysis (ERA)

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching. Register at aqa.org.uk/era

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

Wherever you are in your career, there's always something new to learn. As well as subject specific training, we offer a range of courses to help boost your skills.

- Improve your teaching skills in areas including differentiation, teaching literacy and meeting Ofsted requirements.
- Prepare for a new role with our leadership and management courses.

You can attend a course at venues around the country, in your school or online – whatever suits your needs and availability. Find out more at coursesandevents.aqa.org.uk

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/from-2017

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 |
|--|
| <p>What's assessed</p> <p>Understanding and responding to different types of spoken language.</p> |
| <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of GCSE <p>(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)</p> |
| <p>Questions</p> <p>Foundation Tier and Higher Tier</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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, così ... 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, la 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/lyze* 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*, *rinfrascare*, *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 positivo/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 million (millions 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 |
|-----------------------------|----------------------|
| <i>A che ora ...?</i> | At what time ...? |
| <i>Che data è?</i> | What is the date? |
| <i>Che giorno è?</i> | What day is it? |
| <i>Che ora è?</i> | What time is it? |
| <i>Che ore sono?</i> | What time is it? |
| <i>Da quanto tempo ...?</i> | How long ...? |
| <i>Di che colore è?</i> | What colour is it? |
| <i>Dov'è ...?</i> | Where ...? |
| <i>Qual è la data?</i> | What's the date? |
| <i>Quanti ne abbiamo?</i> | 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 | suddenly |
| 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 have 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 |
| 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 |
| invitare | to send |
| 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 |

| Italian | English |
|------------------|-----------------|
| portare | to wear |
| 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 |
|-----------------------|-------------|
| 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) | neighbours |
| vivace | lively |
| viziato | spoiled |
| volontario, i | volunteers |
| zio/a, il/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 |
| clicare | 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, il internet/web, il | site |
| SMS, la | 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 |
| attrezzatura, l' | attraction |
| 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 |
| cucchiaino, 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 |
| piano (forte), il | piano |
| piscina, la | swimming pool |
| pollo, il | chicken |
| pomodoro, il | tomato |

| Italian | English |
|----------------------------|---------------------|
| premio, il | prize |
| prosciutto cotto/crudo, il | cooked/uncooked ham |
| 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 | bookshop |
| 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 | countryside |
| 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) |
| 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 | sale |
| 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' | heroin |
| 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 |
| pompieri, 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 |

| 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 |
| distuggere | 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 | bolognese meat sauce |
| 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? |
| noleggare | 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) |
| passaggero, 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 |
| 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, il/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 |
| 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 | Venetian |
| 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 | teacher |
| matematica, la | mathematics |
| materia, la | subject |
| professore/professoressa, il/la | teacher |
| 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 |
| 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 | dining room |
| 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 sabatico | 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 |
| 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 | to explain |
| 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 |
| 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 |
| 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 |
| passaggiare | 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, CO ₂ |
| 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 |
| scompare | 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 specimen 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, students 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 students 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. Students' 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-learned 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 student 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 students 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 Re-sits and shelf life

Students can re-sit 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 students 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 students, 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 students who may require an access arrangement or reasonable adjustment. This document is published at jcq.org.uk

Students 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 student.

We can make arrangements for disabled students and students 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 students 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](https://www.aqa.org.uk/access) or email accessarrangementsqueries@aca.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](https://www.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 student 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](https://www.aqa.org.uk/privatecandidates)
- email privatecandidates@aca.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