



AQA Qualification support

GCSE Italian

Preparing to teach

Candidate materials

BOOKLET 2

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Listening and Reading tests

Notes on the Mark Scheme

Non-verbal answers

Follow the mark scheme as set out.

Verbal answers (English or target language)

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. The following guidance should be borne in mind when marking.

- A. Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. This applies whether the answer is in English or in the target language. A separate assessment of spelling, punctuation and grammar is not required on these papers because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
- B. Where a student has given alternatives or additional information in an answer, the following criteria should be applied: - if the alternative/addition does not contradict the key idea or make it ambiguous, **accept** - If the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
- C. Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.

2. In questions where students are asked to give, for example, a list of three items, only the first three items they write down should be considered.

3. No mark scheme can cover all possible answers. When in doubt, look for the key idea, where this is appropriate.

4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.

5. .../..Means that these are acceptable alternative answers. (.....) Means that this information is not needed for full marks.

6. The following general principles should be applied:

- A. Incorrect personal pronouns – accept (unless this causes ambiguity)
- B. Incorrect possessive adjectives – accept (unless this causes ambiguity)
- C. Wrong gender – accept (unless this causes ambiguity)
- D. Infinitive – will normally communicate without ambiguity, so should be accepted
- E. Wrong tense – accept as long as student comprehension is not in question.
- F. Minor spelling errors – accept as long as the answer is understandable with no ambiguity. In the target language (TL) questions and answers sections, this means that even if the spelling error results in the creation of a word in another language, including English, then, provided it is a recognisable attempt at a spelling in the TL, it will get the mark.

GCSE Italian Listening exemplar work

Foundation Tier

Question 3.2

Donna veterinaria

Ascolta gli amici che parlano di un'amica veterinaria.

3	2
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Scrivi perché è diventata veterinaria. (**Due** dettagli)

1 *animali*

2 *tanti soldi*

[2 marks]

Transcript

32 **M2** Perché è diventata veterinaria Barbara?

F2 Prima ha pensato di fare il medico ma sinceramente preferisce gli animali alle persone, poi il lavoro di veterinario è anche ben pagato.

Mark Scheme

Question	Key idea	Accept	Reject	Mark
3.2	(<i>Barbara / lei</i>) <i>Preferisce gli animali</i> = 1 <i>Ben pagato</i> = 1	<i>Tanti soldi</i> = 1	<i>Animali</i> (on its own)	2

Higher Tier

Question 39

Una bella sorpresa

Ascolti una notizia alla radio.

Completa le frasi in **italiano**.

3 9

Dario è contentissimo perché la sua ragazza...

Sposare

[1 mark]

Transcript

39 M2 Ciao! Sono Dario. Durante una visita a Parigi, ho chiesto alla mia ragazza Sofia di sposarmi. Eravamo al terzo piano della Torre Eiffel. Sono felicissimo perché mi ha detto di sì, Sofia sarà la mia futura moglie! C'è stato un applauso di tutti i turisti; sono stati molto contenti per noi.

Mark Scheme

Question	Key idea	Accept	Reject	Mark
3.9	<i>ha accettato di sposarlo / Ha detto di sì</i>	<i>Vuole sposarlo</i>	<i>Sposare (on its own)</i>	1

GCSE Italian Reading exemplar work

Foundation Tier - Question 08

0 8 Tempo libero

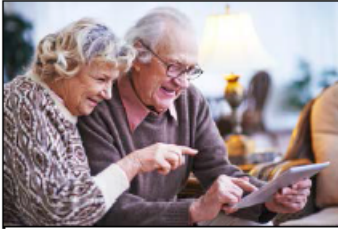
Ecco il programma di una tua amica.

A	lunedì <i>Andare in città a comprare un vestito.</i>
B	martedì <i>Fare i compiti. Andare al cinema la sera.</i>
C	mercoledì <i>Aiutare la mamma a preparare la cena.</i>
D	giovedì <i>Andare in palestra.</i>
E	venerdì <i>Andare in piscina con Luisa. Un giro in bicicletta.</i>
F	sabato <i>La festa di Francesco.</i>
G	domenica <i>Andare in campagna a trovare i nonni.</i>

Quando fa queste attività?

Scrivi la lettera giusta nella casella.

0 8 . 1



G

[1 mark]

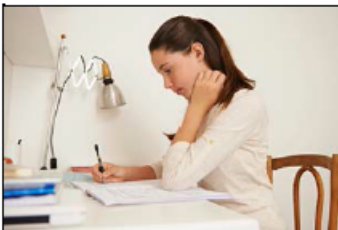
0 8 . 2



F

[1 mark]

0 8 . 3



B

[1 mark]

0 8 . 4



D

[1 mark]

0 8 . 5



C

[1 mark]

Mark Scheme

Question	Accept	Mark
08.1	G	1
08.2	F	1
08.3	B	1
08.4	D	1
8.5	C	1

Translation

Foundation Tier –Section C Question 12

1 2 Your friend receives this post on Facebook. Translate it into **English** for him.

Il sabato vado in città con un'amica di scuola. Qualche volta andiamo al cinema a vedere un nuovo film. Mi piacciono molto i film comici! Sabato scorso ho comprato un piccolo regalo per mia madre perché domani è il suo compleanno.

[9 marks]

Response

Saturday I go to town with a school friend.the cinema and a film.
I like comedies a lot! Saturday I bought a little for my mum becausebirthday.

Mark Scheme

Question		Key idea	Accept	Reject	Mark
3.9	<i>Il sabato vado in città</i>	On Saturday I go into town	City / centre / down town		1
	<i>con un'amica di scuola</i>	with a school friend			1
	<i>Qualche volta andiamo al cinema</i>	Sometimes we go to the cinema			1
	<i>a vedere un nuovo film</i>	to see a new film/movie		A new film	1
	<i>Mi piacciono molto</i>	I like a lot	I really like		1
	<i>i film comici</i>	comedy films/movies	comedies	films	1
	<i>Sabato scorso ho comprato</i>	Last Saturday I bought	On Saturday I bought		1
	<i>un piccolo regalo per mia madre</i>	a little present for my Mum / mother	a present for my mum	A present	1
	<i>perché domani è il suo compleanno</i>	because tomorrow it's / is her birthday		because it's her birthday	1

Higher Tier Reading - Question 11.4

1 1 . **4** Stefano era un bambino sano? Perché? (**un** dettaglio)

No, Stefano era allergico al latte.

[1 mark]

Mark Scheme

Question	Accept	Reject	Marks
11.4	<i>No + si stancava facilmente / era allergico al latte /al pane / era magro</i>	if students produce only part of the answer / lift too much of the text around the answer so that the answer fails to make sense	1

Higher Tier Reading - Question 12

Translation

1 2

Your friend has received this message from an Italian friend. She asks you to translate the message into **English**.

Abito con i miei due figli in una casa con un giardino in periferia. Mio figlio frequenta il liceo scientifico e vuole diventare ingegnere. Mia figlia ha studiato veterinaria in Svizzera perché le piacerebbe lavorare all'estero. Mio marito ed io non viviamo insieme da quasi tre anni e purtroppo divorziamo a luglio.

[9 marks]

Response

I live with my 2 children in a house with a garden in My son attends the Liceo Scientifico and wants to become an engineer. My daughter has studied to be a vet in Switzerland because she would like to work abroad. My husband and I are not together for 3 years and for this we are divorcing in July.

Mark Scheme

Question		Key idea	Accept	Reject	Mark
12	<i>Abito con i miei due figli</i>	I live with my two children		My two sons	1
	<i>in una casa con un giardino in periferia.</i>	in a house with a garden in the outskirts	On the outskirts (of town) / in a house with a garden		1
	<i>Mio figlio frequenta il liceo scientifico</i>	My son goes to a science (specialist high) school / academy	'liceo scientifico' – a school specialising in sciences	Misses out 'scientifico'	1
	<i>e vuole diventare ingegnere.</i>	and wants to be an engineer.			1
	<i>Mia figlia ha studiato</i>	My daughter studied			1
	<i>veterinaria in Svizzera</i>	veterinary medicine in Switzerland	to be a vet in Switzerland		1
	<i>perché le piacerebbe lavorare all'estero.</i>	because she would like to work abroad		because she wants to work abroad	1
	<i>Mio marito ed io non viviamo insieme da quasi tre anni</i>	My husband and I haven't lived together for three years		don't live together since three years	1
<i>e purtroppo divorziamo a luglio.</i>	and unfortunately we are getting divorced in July		We are divorcing	1	



Please turn over...

GCSE Writing Foundation Tier

Foundation Writing Question 1

0 1

Questa è una foto dei tuoi amici italiani che hai ricevuto su Whatsapp.



Cosa c'è nella foto? Scrivi **quattro** frasi in **italiano**.

01.1 *tempo*

[2 marks]

01.2 *campagna*

[2 marks]

01.3 *molti fiori*

[2 marks]

01.3 *ragazzi felici*

[2 marks]

Mark Scheme

Foundation Tier

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

	Communication	Content	Quality of language	Conveying keymessages	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

Question 01

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

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

The following indicative content is an example of the responses that students may give to this question.

	2 marks	1 mark	0 marks	
01.1	<i>(Oggi) il tempo è molto bello/any other suitable weather.</i>	<i>Bello/molto bello</i>	<i>Tempo</i>	[2 marks]
01.2	<i>I ragazzi sono in campagna.</i>	<i>Ragazzi in campagna</i>	<i>Campagna</i>	[2 marks]
01.3	<i>Ci sono molti fiori.</i>	<i>Molti fiori</i>	<i>Fiori</i>	[2 marks]
01.4	<i>I ragazzi sono felici.</i>	<i>Ragazzi felici</i>	<i>Felice/i</i>	[2 marks]

Foundation Writing Question 2

0 2

Scrivi un'e-mail a un amico italiano sulla tua scuola.

Menziona:

- l'orario
- le materie
- la divisa scolastica
- i compiti.

Scrivi circa **40** parole in **italiano**.

[16 marks]

Response

La scuola comincia alle nove e finisce alle tre e mezzo.
L'uniforme mi piace. Porto i pantaloni neri, una camicia bianca e una cravatta rossa. Non mi piacciono i compiti perché sono noiosi.

Question 02

For this question there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

Content

Level	Marks	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.

Quality of language

Level	Marks	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.

Writing Foundation Tier – Question 3

Foundation Writing Question 3

Translation

0	3
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Translate the following sentences into **Italian**.

My mother is called Elena.

Mio madre si chiamo Elena.

My friend is tall and slim.

Il mio amico è grande e magro.

I live in a flat with a balcony.

Vivo in appartamento con balcone.

My school has a swimming pool and a library.

Mia scuola ha mensa e biblioteca.

Yesterday I bought a mobile phone for my birthday.

Ho comprato un cellulare per il mio compleanno.

[10 marks]

Mark Scheme

Question 03

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. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

Conveying key messages

Level	Marks	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.

Application of grammatical knowledge of language and structures

Level	Marks	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.

Higher Tier Writing – Question 1.1

0 1 . **1** Cosa fai nel tempo libero?

Scrivi un blog per il tuo nuovo sito italiano.

Menziona:

- la musica che ti piace
- una cosa che fai dopo la scuola
- una visita recente al cinema
- uno sport che vorresti provare nel futuro.

Scrivi circa **90** parole in **italiano**. Rispondi a **tutti** gli aspetti della domanda.

[16 marks]

Response

Passo molo tempo a ascoltare la musica nella mia camera. Amo molto la musica rock come ACDC, perché è stimolante! Suono la chitarra è uno strumento che mi piace molto. Il venerdì dopo la scuola gioco a calcio. Vado in palestra una volta alla settimana perché voglio stare in forma. Sabato scorso sono andato al cinema con i miei amici. Ho guardato un film comico che mi è piaciuto molto. Nel futuro mi piacerebbe provare uno sport nuovo, come lo sci. Secondo me è uno sport eccitante, anche se è un po' pericoloso.

Mark Scheme

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

Question 01

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

Content

Level	Marks	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.

Quality of language

Level	Marks	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.

Higher Tier Writing – Question 2.2

0 2 . **2** Scrivi un articolo sulle vacanze per il sito di una scuola italiana.

Descrivi :

- l'importanza delle vacanze
- una vacanza recente.

Scrivi circa **150** parole in **italiano**. Rispondi ai **due** aspetti della domanda.

[32 marks]

Response

Secondo me, le vacanze sono molto importante, perché danno l'opportunità di rilassare. Durante le vacanze ho il tempo di leggere un bel libro, di fare una passeggiata, di andare in spiaggia o di passare qualche giorno da parenti che abita lontano.

La mia vacanza preferita era tre mesi fa, quando ho passato due settimane in Sicilia con la mia famiglia e due amici. Abbiamo viaggiato in aereo e stati in un albergo al mare. Le nostre camere erano al secondo piano e c'era una bella vista mare. Per fortuna l'albergo avere un ascensore e l'aria condizionata! La mia camera avere doccia e bagno e era grandissimo. Il tempo era bellissimo. C'era il sole mattina e sera. Di giorno siamo stati in spiaggia a prendere il sole o a fare il bagno. Ogni giorno, prima di tornare all'albergo, ho comprato un gelato – delizioso! Di sera sono andato a ballare. Fantastico!
(150 words)

Mark Scheme

Question 02

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

Content

Level	Marks	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.

Range of language

Level	Marks	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.
1	1-3	Little variety of appropriate vocabulary. Structures are 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.

Accuracy

Level	Marks	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.

Higher Tier Writing – Question 3

Translation

0 3

Translate the following passage into **Italian**.

I live near to my school and I usually go there by bicycle. Yesterday it rained, however, so I decided to go by bus. I get on well with all my teachers, but my favourite subject is History. We cannot use mobile phones at break. I would like to change this rule.

[12 marks]

Response

Abito a scuola e vado in bici. Piove e decido prendo l'autobus. Vado d'accordo con i professoressa, ma mia materia preferita è storia. Non posso usare il cellulare durante la ricreazione. Vorrei ...

Mark Scheme

Question 3

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. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

Conveying key messages

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

Application of grammatical knowledge of language and structures

Level	Marks	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.

GCSE Italian Speaking Foundation Tier

Part 1

Role-play 5 (Foundation Tier)

Candidate's role

Instructions to candidates

Your teacher will play the part of your Italian friend and will speak first.

You should address your friend as tu.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Parli della tua scuola con un amico italiano/un'amica italiana.

- Scuola – descrizione [**due** dettagli].
- Materia preferita [**un** dettaglio].
- **!**
- Compiti – quanti.
- **?** Divisa scolastica

Role-play 5 (Foundation Tier)

Teacher's role

- You begin the role-play.
 - You should address the candidate as *tu*.
 - You may change the target language phrases given below if the candidate's response makes them inappropriate.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

You must begin the role-play by using the introductory text below.

Introductory text: *Parli della tua scuola con un amico italiano/un'amica italiana. Io sono l'amico/l'amica.*

- 1 Ask the candidate to describe his/her school. (Elicit **two** details.)

Com'è la tua scuola?

- 2 Allow the candidate to give **two** details about his/her school.
Ask the candidate what his favourite subject is. (Elicit **one** detail.)

Va bene, e qual è la tua materia preferita?

- 3 Allow the candidate to say what his/her favourite subject is.

- ! Ask the candidate what sport he/she does at school.

E quale sport fai a scuola?

- 4 Allow the candidate to say what sport he/she does at school.

Ask the candidate how much homework he/she has each day.

E quanti compiti devi fare ogni giorno?

- 5 Allow the candidate to say how much homework he has to do each day.

Ho capito.

- ? Allow the candidate to ask any question about uniform.

Give an appropriate answer.

Mark Scheme

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

Role-play - Assessment criteria

There are 5 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.

[15 marks]

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.

Role-play 10 (Higher Tier)

Candidate's role

Instructions to candidates

Your teacher will play the part of your Italian friend and will speak first.

You should address your friend as *tu*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Parli di una vacanza recente con un amico italiano/un'amica italiana.

- Vacanza – dove e quando.
- **!**
- Dettagli dell'albergo [**due** dettagli]
- Viaggio difficile {un dettaglio}.
- **?** Vacanze – preferenze.

Teacher's Role

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Parli di una vacanza recente con un amico italiano/un'amica italiana. Io sono l'amico/l'amica.*

- 1 Ask the candidate to say where he/she went on holiday and when.

Dimmi, dove sei andato/a in vacanza? E quando?

- 2 Allow the candidate to say where he/she went on holiday and when.

! Ask with whom he/she went on holiday.

E con chi sei andato/a in vacanza?

- 3 Allow the candidate to say with whom he/she went on holiday.
Ask what the hotel was like. (Elicit **two** details.)

E com'era l'albergo?

- 4 Allow the candidate to give **two** details about the hotel.

Ask what kind of journey the candidate has had. (Elicit **one** detail.)

Com'è andato il viaggio?

Allow the candidate to give **one** detail about a difficult journey.

Sympathise.

Mi dispiace.

- 5 ? Allow the candidate to ask something about your preferences for holidays.

Give an appropriate answer.

**GCSE
ITALIAN****F****Foundation Tier Paper 2 Speaking**

Specimen 2018

Candidate's material – Photo card

To be conducted by the teacher-examiner

Time allowed: 7-9 minutes (+12 minutes' supervised preparation time)

Instructions

- During the preparation time you are required to prepare the Role-play card and Photo card stimulus cards given to you.
- You may make notes during the preparation time. **You must not write on this card.**
- Hand your notes and both stimulus cards to the teacher-examiner before the General Conversation. You must ask the teacher-examiner at least one question in the General Conversation.

Information

- The test will last a maximum of 9 minutes and will consist of a Role-play (approximately 2 minutes) and a Photo card (approximately 2 minutes), followed by a General Conversation (between 3 and 5 minutes) based on your nominated Theme and the Theme which has not been covered in the Photo card.
- You must **not** use a dictionary at any time during the test. This includes the preparation time.

Card B **Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **sport**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Che cosa vedi nella foto?
- Ti piace lo sport? Perché?
- Quali sport hai praticato questa settimana a scuola?

Teacher's Notes

Theme: Identity and culture

Topic: Free time activities

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates. Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '*Che cosa vedi nella foto?*' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- *Che cosa vedi nella foto?*
- *Ti piace lo sport? Perché?*
- *Quali sport hai praticato questa settimana a scuola?*
- *Preferisci fare sport o leggere un libro? Perché?*
- *Che sport fanno i tuoi amici?*

Part 3 - General conversation

The questions on the Photo card are followed by a General conversation. The first part of this conversation should be on the candidate's nominated theme and the second part on the remaining theme from the ones listed below. The total time of the General conversation should be **between three and five minutes** and a similar amount of time should be spent on each theme.

Themes for the General conversation:

- Identity and culture
- Local, national, international and global areas of interest.

Remember

It is a requirement for the candidate to ask you at least one question during the General conversation; this can happen at any time during this section of the test. If, towards the end of the General conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Italian, 'Is there anything you want to ask me?'

**GCSE
ITALIAN****H****Higher Tier Paper 2 Speaking**

Specimen 2018

Candidate's material – Photo card

To be conducted by the teacher-examiner

Time allowed: 10-12 minutes (+12 minutes' supervised preparation time)

Instructions

- During the preparation time you are required to prepare the Role-play card and Photo card stimulus cards given to you.
- You may make notes during the preparation time. **You must not write on this card.**
- Hand your notes and both stimulus cards to the teacher-examiner before the General Conversation. You must ask the teacher-examiner at least one question in the General Conversation.

Information

- The test will last a maximum of 12 minutes and will consist of a Role-play (approximately 2 minutes) and a Photo card (approximately 3 minutes), followed by a General Conversation (between 5 and 7 minutes) based on your nominated Theme and the Theme which has not been covered in the Photo card.
- You must **not** use a dictionary at any time during the test. This includes the preparation time.

Card K

Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **life at school/college**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Che cosa vedi nella foto?
- Descrivi la tua scuola?
- Parlami di una gita scolastica che hai fatto?

Teacher's Notes

Theme: Current and future study and employment

Topic: Life at school/college

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '*Che cosa vedi nella foto?*' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- *Che cosa vedi nella foto?*
- *Descrivi la tua scuola.*
- *Parlami di una gita scolastica che hai fatto.*
- *Cosa pensi delle regole della scuola?*
- *Raccomanderesti la tua scuola ad un amico/un'amica? Perché?*

Part 3 - General conversation

The questions on the Photo card are followed by a General conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General conversation should be between **five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General conversation:

- Identity and culture.
- Local, national, international and global areas of interest.

Remember

It is a requirement for the candidate to ask you at least one question during the General conversation; this can happen at any time during this section of the test. If, towards the end of the General conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Italian, 'Is there anything you want to ask me?'