

**SEC SYLLABUS (2012)**

**ITALIAN**

**SEC 20**

***SYLLABUS***

**Italian SEC 20  
Syllabus**

(Not Available in September)

Paper I: Oral (10 mins), Aural (35 mins) & Written (1hr 15 mins) + Paper II (2 hrs)

**1. AIMS**

The aims of a course in Italian leading to the award of the Secondary Education Certificate are:

- a) to develop the ability to use the language effectively for purposes of practical communication; this entails the development of the four basic skills on a sound linguistic competence;
- b) to develop the ability of learning to learn and to evaluate one's own learning; this entails fostering the attitudes required for further study, work and leisure;
- c) to offer insights into Italian culture and civilisation and foster respect for the values of others;
- d) to contribute to the cognitive and affective development of the student and enhance self-esteem;
- e) to provide enjoyment and intellectual stimulation.

**2. ASSESSMENT OBJECTIVES**

**SPEAKING** – Candidates must show an ability

- (a) to give descriptions of aspects related to everyday affairs and conditions;
- (b) to exchange relevant information on familiar and social matters;
- (c) to discuss practical issues;
- (d) to express personal opinions on common problems;
- (e) to make simple transactions in social situations;
- (f) to receive required information;
- (g) to respond adequately in a direct interview, using compensation strategies when in difficulty.

**LISTENING** – Candidates must show an ability

- (a) to understand short, concrete texts which may consist of announcements, news broadcasts, short stories, directions, radio and television programmes, reports which may contain different opinions and different points of view, etc.;
- (b) to identify the main point/s of short, clear texts;
- (c) to extrapolate essential ideas from short texts of concrete type.

**READING** – Candidates must show an ability

- (a) to read short texts on common, concrete topics;
- (b) to elicit overall meaning of short texts containing some unfamiliar words.

This implies reading with understanding letters, faxes, advertisements, instructions, prospectuses, menus, lists, notices, signs, brochures, short newspaper articles

- a. to identify specific information;
- b. to understand direct regulations, simple instructions and short descriptions.

**WRITING** – Candidates must show an ability

- (a) to describe common events and experiences;
- (b) to write simple narratives including action and circumstances;
- (c) to express ideas, opinions, and emotions in letters, notes, and messages;
- (d) to show coherence, cohesion and organisation and a sense of audience and purpose;
- (e) to show competence in all or most of the following: i) spelling ii) punctuation, iii) range of vocabulary, iv) application of grammar rules, v) syntax, vi) familiarity with the metalinguistic terms marked with an asterisk in the relative section (3.1) of this syllabus and vii) using a dictionary.

### 3. SUBJECT CONTENT

#### 3.1 Grammatica e Strutture

#### Grammar and Structures

L'Alfabeto	The Alphabet
Nome*: femminile e maschile, singolare e plurale (compresi quelli irregolari più comuni); formazione dei nomi femminili,	Noun: fem./ masc., sing. / plural (including the more common irregular ones); formation of feminine nouns
Articolo determinativo* e indeterminativo*	Definite and indefinite article
Aggettivi*, formazione di e posizione; indefiniti; dimostrativi; interrogativi; possessivi (compreso l'uso con nomi di parentela)	Adjectives, formation of and their placing; indefinite, demonstrative; interrogative; possessive (including use of before names of relatives)
Aggettivi e nomi alterati	Adjectives and nouns with affixes
I Verbi:	The Verbs:
Indicativo*, tutti i tempi <sup>1)</sup> (tranne il trapassato remoto) e il loro uso	All the tenses of the Indicative (except the pluperfect) and their uses
Participio passato* <sup>1)</sup>	The Past participle
Accordo* del participio passato con l'oggetto*	Agreement of past participle with the object
Infinito, uso dell'	Use of the infinitive
Condizionale semplice* <sup>1)</sup>	Present Conditional
Condizionale composto <sup>+</sup>	Past Conditional
Concordanza dei tempi - con l'indicativo	Agreement of tenses – with the indicative
Forma perifrastica: <i>stare per</i> + infinito; <i>stare</i> + gerundio*	Progressive construction: <i>stare per</i> + infinitive; <i>stare per</i> + gerund
Gerundio, presente e passato	The gerund, present and past
Imperativo* <sup>1)</sup> ; forme tronche dell'imperativo; imperativo negativo	The imperative mood; contracted forms of the imperative; negative form of the imperative
Infinito in funzione di imperativo	The infinitive used as imperative
La forma impersonale*	The impersonal construction
Verbi riflessivi*	Reflexive verbs
Congiuntivo* <sup>1)</sup> : presente e passato	Subjunctive, present and past
Congiuntivo: imperfetto <sup>+</sup> e trapassato <sup>+</sup>	Subjunctive, imperfect and pluperfect
Concordanza dei tempi – con il congiuntivo	Agreement of tenses – with the subjunctive
Periodo ipotetico con l'indicativo (presente, futuro e imperfetto)	Conditional clauses with the indicative (present, future and imperfect)
Periodo ipotetico con il congiuntivo (imperfetto e trapassato) <sup>+</sup>	Conditional clauses with the subjunctive (imperfect & past perfect)
Verbi modali <i>dovere</i> , <i>volere</i> , <i>potere</i> , <i>sapere</i> (anche nei tempi composti con verbi intransitivi)	The modal verbs <i>dovere</i> , <i>volere</i> , <i>potere</i> , <i>sapere</i> (including their use with composite intransitive verbs)
<i>Si</i> passivante	Use of <i>si</i> for passive voice
Forma passiva* <sup>+</sup>	Passive voice
Preposizioni semplici* e articolate*	Prepositions and prepositions with the definite article
Avverbi*, formazione di e posizione	Formation and placing of adverbs
<i>Ci</i> e <i>vi</i> , avverbi e particelle	<i>Ci</i> and <i>vi</i> , adverbs and particles
Quantità, aggettivi e avverbi di	Adjectives and adverbs expressing quantity
Gradi dell'aggettivo e dell'avverbio: comparativo* di maggioranza, minoranza e	Regular comparison of adjectives and adverbs (and the irregular forms most commonly used)

uguaglianza (compresi le forme irregolari più usate)	Superlative: absolute and relative
Superlativo assoluto* e relativo*	
<i>Di</i> , uso partitivo	Use of the partitive <i>di</i>
Particella <i>ci</i> ( <i>c'è, ci sono, ce l'ho, non ce l'ho, ci vuole, ci vogliono</i> )	The particle <i>ci</i> ( <i>c'è, ci sono, ce l'ho, non ce l'ho, ci vuole, ci vogliono</i> )
Particella <i>ci</i> con <i>pensare, credere, riuscire</i>	<i>Ci</i> with <i>pensare, credere, riuscire</i>
Particelle <i>ne</i> e <i>ci</i> con l'imperativo e con il gerundio	The particles <i>ne</i> and <i>ci</i> with the imperative and the gerund
<i>Ne</i> di specificazione, partitivo e avverbio	<i>ne</i> , pronoun and conjunctive adverb
I Pronomi:	The Pronouns:
Pronomi personali* soggetto (incluso <i>si</i> )	Subject personal pronouns (including <i>si</i> )
Pronomi personali con l'imperativo	Personal pronouns with the imperative
Pronomi diretti* deboli e forti	Weak and emphatic direct object pronouns
Pronomi diretti con il gerundio e l'infinito	Direct object pronouns with the gerund and the infinitive
Pronomi indiretti* deboli e forti	Indirect object pronouns, weak and emphatic forms
Pronomi diretti e indiretti con verbi al passato	Direct and indirect object pronouns with past tenses
Pronomi combinati*	Conjunctive and Disjunctive Pronouns
Pronomi combinati con l'infinito, l'imperativo, il gerundio	Conjunctive and Disjunctive Pronouns with the infinitive, the imperative, the gerund
Pronomi dimostrativi	Demonstrative pronouns
Pronomi interrogativi	Interrogative pronouns
Pronomi relativi*	Relative pronouns
Pronomi possessivi	Possessive pronouns
Pronomi riflessivi	Reflexive pronouns
Pronomi indefiniti	Indefinite pronouns
Interrogativi*: pronomi, aggettivi e avverbi	Interrogative pronouns, adjectives and adverbs
Congiunzioni* con l'indicativo; con il congiuntivo;	Conjunctions taking the indicative; taking the subjunctive
Discorso diretto*	Direct speech
Discorso indiretto* +	Indirect speech

\* The asterisk indicates that students are expected to be familiar with these grammatical terms.

<sup>1)</sup> Of regular verbs of the three conjugations and of the most common irregular verbs.

+ No grammar exercises will be set on the items marked with this sign. However the student must be able to show a notional recognition of these grammatical items.

**N.B.** The feminine and plural forms where they exist are subsumed by the form given.

### 3.2 Socio-linguistic components

#### NOTIONS

Candidates are expected to be able to express themselves on matters related to:

**3.2.1 Personal identification:** Say who they are, spell their names, state their address, give their telephone number, say when and where they were born, state their age, sex, and nationality, speak of their family and their relatives, state their likes and dislikes, say what other people are like. They can also elicit / understand similar information from others (this includes jobs and professions).

- 3.2.2 **House and home, environment.** Describe a house or a flat, the rooms in it and their contents, speak of the cost of same, refer to furniture and bed-clothes, to the services, and the amenities in it, describe the natural environment (including some flora and fauna); obtain / understand similar descriptions and references from others; exchange views on these matters.
- 3.2.3 **Daily life:** Describe their daily routines, at home and at school and can speak of their prospects. Can obtain information on same from others and exchange views on these matters. Can describe some events, e.g. Car accidents (entails knowing the more important parts of a car), thefts, etc. such as one hears or reads about in newspapers, radio and television.
- 3.2.4 **Free time and entertainment:** Say when they are free and what they do in their spare time with reference to hobbies and interests, public entertainment and private pursuits, radio and tv, cinema, sports, reading and youth groups. They can obtain similar information from others and exchange views on these matters.
- 3.2.5 **Travel:** Use and refer to means of transport; travel by road, rail, sea and air for holiday purposes (includes the vocabulary necessary in hotels/pensions, luggage, entering and leaving a country, travel documents).
- 3.2.6 **Relations:** Refer to personal relations (friend, boy/girl-friend, acquaintance, stranger), participate in social life, deal with matters of correspondence, refer to club membership, refer to government and politics, to matters of crime and justice, of war and peace (army, navy and air force), to social affairs (pollution, poverty, the most important issues at the moment), and exchange views on these matters with others.
- 3.2.7 **Health and body care:** Refer to matters of personal comfort (includes knowing the parts of the body), stating whether they feel well, are hungry, tired, etc., refer to matters of personal hygiene, refer to matters of health and illness and describe what is wrong to a doctor or dentist, report accidents, refer to medical services and insurance. Smoking and consumption of alcohol. They can exchange information and views on these matters.
- 3.2.8 **Education:** Exchange information and views on educational matters, particularly types of education, school subjects and qualifications.
- 3.2.9 **Shopping:** Make use of shopping facilities, particularly obtaining foodstuffs, clothes and household articles. They can discuss prices, pay for things bought. They can exchange information and views on these matters.
- 3.2.10 **Food and drink:** Refer to and order various kinds of food and beverages in a café, a restaurant, etc; know weights and measures. They can exchange information and views on food (including recipes), drink, places for eating and drinking.
- 3.2.11 **Services:** Refer to, inquire about and make use of postal services, telephone, banks, police, medical services and petrol stations.
- 3.2.12 **Places:** Ask the way and give strangers directions (location, relative position, distance, motion, direction, vocabulary for traffic).
- 3.2.13 **Language:** Refer to their ability to understand and speak Italian and when in difficulty can use compensation strategies (v. 3.4.3).
- 3.2.14 **Weather:** Can understand a weather forecast and exchange information and views on climate and weather conditions.

### 3.3 Cultural Components

#### 3.3.1 Culture and Civilisation

##### **Geography and demography:**

Italy's position in Europe and in the Mediterranean: The seas which surround it; the countries which border it. The twenty regions and the 'capoluoghi' of Piedmont, Lombardy, Veneto, Liguria, Emilia-Romagna, Tuscany, Lazio, Campania, Puglia, Sardinia and Sicily; locating these regions and their 'capoluoghi' on a map.

- North – Centre – South.
- The Alps and the Apennines, the Dolomites, the main lakes (Garda, Maggiore, Como); the main rivers (Po, Tiber, Arno, and Adige); the volcanoes (Vesuvius, Etna, Stromboli and Vulcano).
- Sicily – Palermo, Siracusa, Catania, Taormina and Messina; locating them on a map.

Problems facing the Italian society: organised crime: Mafia, Camorra, 'Ndrangheta, clandestine immigration.

##### **History and tourism:**

Rome: Its foundation, Romulus, Remus, the she-wolf, Capital city of the Roman Empire, Centre of the Catholic world, Seat of the Italian government. St Peter's (the dome and the *Pietà* by Michelangelo, the colonnade by Bernini), the Forum, the Colosseum, the Pantheon, Fontana di Trevi, Piazza Navona and the "Fontana dei fiumi" by Bernini, Trinità dei Monti and Piazza di Spagna, Stazione Termini, Fiumicino.

Very briefly: Garibaldi, Cavour, Mazzini.

Tourism in Italy: Italians and their holiday resorts. Italy as a holiday attraction; Rome, Venice and Florence. The Palio of Siena, the Carnival in Venice. Other festivities in Italy: 25 aprile, 2 giugno, Ferragosto.

##### **Leisure and entertainment:**

Sport in Italy: The most popular sports disciplines in Italy: football, cycling, Formula 1 racing.

The more important newspapers and magazines: Il Corriere della Sera, La Repubblica, La Stampa, La Gazzetta dello Sport, Gente, Oggi, Guerin Sportivo, Donna Moderna, Tv, Sorrisi e Canzoni, Famiglia Cristiana.

The Italian cuisine: some first and second plates; some types of renowned pasta and cheeses.

Fashion: "Made in Italy", Gucci, Valentino, Armani, Benetton.

The bar and the square: What they represent in Italy.

##### **Art and Literature:**

Dante: when he lived and *very briefly* what the *Divina Commedia* is about, i.e. Inferno, Purgatorio, Paradiso, Beatrice, Virgilio.

Manzoni: *I Promessi Sposi* and *very brief* information about the protagonists: Renzo, Lucia, Don Abbondio, Padre Cristoforo, Don Rodrigo.

Collodi: *Pinocchio*, *very briefly* the story and the main characters: Pinocchio, Geppetto, la Fata Turchina, Il Gatto e la Volpe, Lucignolo, il Grillo parlante.

The Renaissance: *very brief* information on Leonardo, Michelangelo, Botticelli and Raffaello.

Caravaggio: *very brief* information about his stay in Malta: The Beheading of St John, St Jerome.  
Mattia Preti in Malta.

Music in Italy: Verdi, Rossini, Puccini. *La musica leggera* and the more renowned singers: Modugno, Celentano, Mina, Vasco Rossi, Eros Ramazzotti, Laura Pausini.

Politics in Italy: *knowledge of the terms*: Quirinale, Montecitorio, Palazzo Madama, Palazzo Chigi.

### 3.3.2 Idioms

acqua in bocca;	mettere una mano sul fuoco;
andare con i piedi di piombo;	montarsi la testa;
avere la testa sulle spalle/fra le nuvole;	nascere con la camicia;
avere le mani legate;	(non) chiudere un occhio;
avere voce in capitolo;	passare una notte in bianco;
cadere dalla padella nella brace;	perdere la bussola (le staffe);
darsi delle arie;	piantare in asso;
di punto in bianco;	prendere due piccioni con una fava;
essere al verde;	prendere il toro per le corna;
essere come il diavolo e l'acqua santa;	prendere in contropiede;
essere come un pesce fuor d'acqua;	ridotto sul lastrico;
essere in vena;	rompere il ghiaccio;
gettare la spugna (il guanto);	salire al settimo cielo;
lavarsene le mani;	spezzare una lancia a favore di;
menare per il naso;	versare lacrime di cocodrillo.

### 3.3.3 Abbreviations

a.C., ACI, ANSA, CAP, d.C., doc, dop, ENEL, FS, IVA.

### 3.3.4 Proverbs:

a ogni uccello il suo nido è bello;	gioco di mani gioco di villani;
aiutati che dio t'aiuta;	i panni sporchi si lavano in famiglia;
al cuore non si comanda;	i pesci grossi mangiano quelli piccoli;
batti il ferro quando (finché) è caldo;	il buon giorno si conosce dal mattino;
can che abbaia non morde;	il lupo perde il pelo ma non il vizio;
chi ben comincia è alla metà dell'opera;	il riso fa buon sangue;
chi cerca trova;	il tempo è denaro;
chi disprezza compra;	l'apparenza inganna;
chi dorme non piglia pesci;	l'unione fa la forza;
chi fa da sé fa per tre;	l'uomo propone e dio dispone;
chi la fa l'aspetti;	la gatta frettolosa fece i gattini ciechi;
chi non lavora non mangia;	la verità viene sempre a galla;
chi troppo vuole nulla stringe;	le bugie hanno le gambe corte;
chi trova un amico trova un tesoro;	lontano dagli, lontano dal cuore;
chi va piano va sano e va lontano;	meglio soli che male accompagnati;
dal dire al fare c'è di mezzo il mare;	meglio tardi che mai;
dal frutto si conosce l'albero;	non destar il can che dorme;
dimmi con chi vai e ti dirò chi sei;	paese che vai usanza che trovi;
finché c'è vita c'è speranza;	tutto è bene quel che finisce bene;
fra i due litiganti il terzo gode;	tutto il mondo è paese.

### **3.4 FUNCTIONS**

#### 3.4.1 Socialising

Greeting people (friends, acquaintances and strangers), replying to a greeting, introducing oneself or someone, responding on being introduced, attracting attention and responding to the request, asking and conceding permission, closing a contact, taking leave, asking someone to relay good wishes, interrupting and suspending a communication, thanking and responding to thanks, congratulations and responding to congratulations, expressing best wishes, expressing sympathy, asking pardon and responding to such requests, proposing a toast and responding to toasts.

#### 3.4.2 Structuring discourse

Opening, hesitating, correcting oneself, introducing a theme, asking for and giving permission to talk, explaining oneself, being more precise, enumerating, summarising, expressing and asking for an opinion, exemplifying, changing or asking someone to change the subject, interrupting, asking someone to be silent, indicating a wish to continue and encouraging someone to do the same, indicating that one is coming to an end, closing, calling someone on the telephone and answering a call; writing and answering a letter.

#### 3.4.3 Communication repair

Signalling non-understanding, asking for repetition, asking someone to translate, asking for confirmation of a text, asking for clarification, expressing ignorance of a word or expression, apologising for ignorance, appealing for assistance, asking someone to speak more slowly, asking for guidance, paraphrasing, asking if you have been understood, spelling out names in Italian letters, correcting oneself.

#### 3.4.4 Imparting and seeking factual information

Identifying, reporting (describing and narrating), correcting a statement, asking for confirmation and information (who? when? where? how? why? to what degree? whose? what? which?), answering such questions, comparing.

#### 3.4.5 Expressing and finding out attitudes

Expressing and enquiring about: agreement and disagreement, approval and disapproval, interest and lack of interest, likes and dislikes, satisfaction and dissatisfaction, wants and desires, intentions, opinions, preferences, degrees of certainty, whether something is or is not permissible.

Expressing or denying: ability and inability to do something, certainty and uncertainty, happiness and unhappiness, pleasure and displeasure, possibility and impossibility, probability and improbability, anxiety, boredom, disappointment, disgust, doubts, faith, fear, gratitude, hate, hope, hypotheses, necessity, obligation, pity, relief, regret, sympathy, surprise, worry.

Stating whether one knows or does not know a person, a thing, or a fact; enquiring whether someone knows someone or something; stating whether one remembers or has forgotten and asking this of others; granting or withholding permission; giving reassurance; reacting to an expression of gratitude; offering and accepting an apology; denying statements.

#### 3.4.6 Deciding on a course of action

Accepting and declining an offer or an invitation, advising, asking someone for something, directing, encouraging, enquiring whether an offer is accepted or declined, instructing, inviting someone to do something, ordering someone to do something or to refrain from doing it, requesting something, requesting and offering assistance, suggesting a course of action and agreeing to someone's suggestion, warning.



Sections 3.2 and 3.4 have been to a very large extent extracted from the “*Threshold Level 1990*” by J.A. van Ek and J.L.M. Trim, by kind permission of the Director General, Modern Languages Section of the Council of Europe. The “*Threshold Level 1990*” is published by the Cambridge University Press, CUP – ISBN – 0 521 56706 8.

#### 4. SCHEME OF ASSESSMENT

<b>Reception</b>	LISTENING 15%	<i>Listening comprehension</i>  *The listening comprehension will comprise between 350 and 600 words.	35 mins
	READING 20%	<i>Reading comprehension</i>  *Each text will comprise between 250 and 300 words.	45 mins
<b>Production</b>	SPEAKING 15%	<i>Book theme</i> <i>Role play</i> <i>Conversation</i>	10 mins
	WRITING 50%	<i>Language use</i> <i>Cultural element</i> <i>Writing task</i> <i>Essay</i>  *The writing task and the essay altogether shall comprise between  250 and 270 words (Paper IIA) 200 and 220 words (Paper IIB)	150 mins
<b>Weighting (100%)</b>		<b>Tasks</b>	<b>Time distribution: 240 mins</b>

Candidates sitting for Paper I and Paper IIA may qualify for a grade within the range 1 to 5; candidates who do not obtain a Grade 5 shall remain Unclassified (U).

Candidates sitting for Paper 1 and Paper IIB may qualify for a grade not higher than 4 (i.e. Grades 4, 5, 6, 7); candidates who do not obtain at least a Grade 7 remain Unclassified (U).

The examination will consist of two Papers of 2 hours each. All the answers have to be in Italian.

4.1 Paper I (2 hours – 55% of the total marks) consists of 2 parts:

4.1.1 Paper I Part 1 – Listening and Speaking (45 minutes – 30 marks on 100)

a) A Listening Comprehension test, 35 minutes, 15 marks.

Various formats (short answer questions, multiple choice questions, filling grids, tracing a route on a map, simple drawing to instructions, sentence completion, matching, true-false-no information given) could be set to test the ability to understand spoken Italian. The test could comprise more than one format. In all cases candidates will listen to the text twice. The time allowed for students to write their answers will vary according to the test format and to the nature of the text. The text/s will comprise between 350 and 600 words.

Questions will test understanding of gist and specific details. The criteria for assessment are successful comprehension and completion of task. There will be no penalisation for spelling and grammatical mistakes; answers which are easily comprehensible and correct from a 'comprehension' point of view will get full marks.

b) An Oral examination, about 10 minutes, 15 marks.

This part of the examination shall test the candidates' ability to speak and to understand and react to spoken or visual stimuli. This part will comprise

i) extended speech – candidates will be asked to speak about and answer questions on a reader chosen from the list provided\*. Candidates are advised **not** to memorise any pre-prepared notes and spell them out in a manner which shows they do not know what they are saying (5 marks).

ii) role play (5 marks) and

iii) free conversation (5 marks).

Candidates will be given about 5 minutes to prepare task (ii).

Effectiveness of communication, range of vocabulary, accuracy, appropriateness (formal and informal situations), pronunciation, intonation and fluency are the criteria for assessment.

In the last two tasks (role play and free conversation), though notions and functions will be those laid down in this syllabus (Sections 3.2 and 3.4), candidates are expected to be able to cope with a certain amount of unpredictability.

**\* List of readers:**

- ✓ DELITTO IN PIAZZA DEL CAMPO: Banfi, Gavelli. CIDEB, Serie *Imparare leggendo*.
- ✓ DESTINAZIONE KARMINIA: ELI, Serie *Le letture ELI*.
- ✓ DOLCE VITA: De Giuli, Naddeo. Alma Edizioni, Serie *Italiano facile*.
- ✓ FANTASMI: De Giuli, Naddeo. Alma Edizioni, Serie *Italiano facile*.
- ✓ GIALLO A CORTINA: R. Nencini. Bonacci Editori, Serie *Mosaico italiano*.
- ✓ HACKER PER CASO: F. Caburlotto. Bonacci Editori, Serie *Mosaico italiano*.
- ✓ IL MISTERO DEL QUADRO DI PORTA PORTESE. Bonacci Editori, Serie *Mosaico italiano*.
- ✓ IL MISTERO DI VERONICA: CIDEB, Serie *Imparare leggendo*.
- ✓ IL VIAGGIO DI LAURENT: Deon, Pistolesi, Romanelli. CIDEB, Serie *Imparare leggendo*.
- ✓ LA CASA SULLA SCOGLIERA: CIDEB, Serie *Imparare leggendo*.
- ✓ LIBERTÀ: Medaglia, Seiffarth. CIDEB, Serie *Imparare leggendo*.
- ✓ MAFIA, AMORE E POLIZIA: De Giuli, Naddeo. Alma Edizioni, Serie *Italiano facile*.
- ✓ MARGHERITA E GLI ALTRI: R. Andres. Bonacci Editori, Serie *Mosaico italiano*.
- ✓ MASCHERE A VENEZIA: De Giuli, Naddeo. Alma Edizioni, Serie *Italiano facile*.
- ✓ MODELLE, PISTOLE E MOZZARELLE: De Giuli, Naddeo. Alma Edizioni, Serie *Italiano facile*.
- ✓ OPERA: De Giuli, Naddeo. Alma Edizioni, Serie *Italiano facile*.
- ✓ PICCOLE STORIE D'AMORE: De Giuli, Naddeo. Alma Edizioni, Serie *Italiano facile*.
- ✓ ROSE ROSSE PER IL COMMISSARIO: CIDEB, Serie *Imparare leggendo*.
- ✓ STORIA D'AMORE: Medaglia, Seiffarth. CIDEB, Serie *Imparare leggendo*.
- ✓ TANGO: Mauro dei Rossi. CIDEB, Serie *Imparare leggendo*.

4.1.2 Paper 1 Part 2 – Language and Culture (1 hour 15 minutes – 25 marks on 100)

Section A (15 marks)

This will consist of a number of exercises designed to test all or most of the aspects listed in the Assessment Objectives (WRITING [e]) above.

The exercises set may be of various types e.g., multiple choice, cloze tests, c-tests, word sets, transformation, substitution, joining phrases, jigsaw, sentence completion, matching, recognition of functions, gap filling, editing, etc. The exercises will focus more on the productive aspect than on mere recognition.

Section B (10 marks)

This will consist of a number of exercises designed to test most of the aspects of Italian culture as listed in section 3.3 above. Candidates are expected to gain familiarity with these topics and to understand their relevance within the Italian cultural context. Only a basic knowledge of these concepts is required and therefore it is unnecessary for candidates to memorise dates, details, etc. or to study the aspects listed in 3.3 in great detail. There will be no penalisation for spelling and grammatical mistakes; answers which are comprehensible will get full marks.

Only “closed” type of questions will be set in this section of Paper 1, namely: true/false, multiple choice, associations (*abbinamenti*), odd-one-out, listing and filling a grid, matching, gap filling, reference to maps and/or pictures and picture/written text association.

#### 4.2 Paper II – Reading and Writing (2 hours – 45% of the total marks)

There will be two versions of this paper: Paper IIA and Paper IIB. Paper IIA will be more demanding. Candidates are required to indicate on the registration form which Paper they wish to sit for. No change in the choice of paper will be allowed after the registration period.

Both papers are designed to test

- a) the ability to read, understand and interpret a variety of texts;
- b) the ability to write correct, continuous Italian.

##### 4.2.1 Paper IIA will consist of :

- (a) Writing Task/s – (25 marks)

Candidates will be asked to write between 250 – 270 words on one or more of the following: a composition, a short article, a short story, a letter, a biographical sketch, a dialogue, a report, a set of instructions, message/s, email/s or a combination of these. The format for the writing task could also be a picture, a series of pictures or a graphical stimulus.

Spelling, punctuation, effectiveness of communication, accuracy, range of vocabulary, relevance, coherence, cohesion and organisation are the criteria for assessment. Answers in hardly legible handwriting shall be ignored.

- (b) Reading Task/s – (20 marks)

This will consist of a series of questions based on one or more passages of not more than 600 words in all. The tasks set may include short answer questions, multiple choice questions, quoting from the text, matching, putting in sequence, listing and filling a grid.

Answers containing irrelevant material will not be awarded full marks and, if the irrelevant material is excessive, shall be ignored.

One of the questions will ask for a summary of information contained in the passage/s.

Except for this last-mentioned question, in which also the quality of the writing is assessed, the criteria for assessment are successful comprehension and completion of task, i.e. there will be no penalisation for spelling and grammatical mistakes; answers which are easily comprehensible and correct from a ‘comprehension’ point of view will get full marks.

##### 4.2.2 Paper IIB will consist of:

- (a) Writing Task/s – (25 marks)

As for Paper IIA, but candidates will be asked to write only about between 200 – 220 words.

The writing task could also be guided or controlled.

- (b) Reading Task/s – (20 marks)

The same as for Paper IIA, except that there will be no summary and that the number of words in the passage/s set will be of about 500. The questions set will also be less demanding.

## **5. GRADE DESCRIPTIONS**

### Grade 1:

Candidates have assimilated all the essential rules of the language. They communicate competently and fluently in writing and in speech in various everyday contexts and are able to express ideas and opinions clearly. They can understand the finer points of authentic texts on subjects of very general public interest or of particular interest to their age group. They have a vocabulary range well above that of the average student. Their writing is coherent, well-organised and shows a variety of cohesive devices.

### Grade 5:

Candidates possess the language well enough to cope in familiar everyday situations: seeking and giving information and taking part in conversation. They have an active possession of the basic vocabulary and can understand the main points and specific details of a written text intended for native speakers on subjects of very general public interest or of particular interest to their age group. Their grammar is fairly correct and mistakes, in both speaking and writing, do not hinder communication.

### Grade 7:

Candidates manage to communicate, asking for and exchanging information, in a very limited way (albeit with some repetition and hesitancy) in some everyday situations. They know the very basic vocabulary and the more elementary structures. Their knowledge of the language is more in the nature of short memorised phrases covering predictable situations. They can write brief and simple sentences which, although grammatically imperfect, are easily understandable to a co-operative native speaker. They can also understand some of the main points of an authentic written text of very wide general interest.