

SEC SYLLABUS (2017)

ITALIAN

SEC 20

SYLLABUS

Italian SEC 20

(Not Available in September)

Syllabus Paper 1: Oral (10 mins), Aural (40 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 to:

- (a) develop the ability to use the language effectively for purposes of practical communication: this entails the development of the four basic skills and of a sound linguistic competence;
- (b) develop the ability to use learning strategies (learning how to learn) and to evaluate one's own learning: this entails fostering positive attitudes towards study, work and leisure;
- (c) offer insights into Italian culture and civilisation in order to develop linguistic competencies and to foster respect for others;
- (d) contribute to the cognitive and affective development of the candidate and enhance self-esteem;
- (e) provide enjoyment and develop interest towards Italian while stimulating one's intellectual abilities.

2. ASSESSMENT OBJECTIVES

SPEAKING – Candidates should be able to:

- (a) give descriptions of aspects related to everyday life;
- (b) exchange relevant information on familiar and social matters;
- (c) discuss practical issues;
- (d) express personal opinions on common issues;
- (e) make simple communicative exchanges in social situations;
- (f) understand information provided to them and respond to it;
- (g) respond adequately in a direct interview, using compensation strategies when in difficulty.

LISTENING – Candidates should be able to:

- (a) understand short texts which mainly include words and phrases frequently used in the language. These may include announcements, news broadcasts, short stories, directions, radio and television programmes, reports which may contain different opinions and different points of view, etc.;
- (b) understand and identify the main point/s of short, clear texts;

READING – Candidates should be able to:

- (a) read and understand Italian texts that include words and phrases frequently used in the language;
- (b) elicit the overall meaning of texts, possibly also containing some unfamiliar words: this implies reading and understanding emails, letters, advertisements, instructions, menus, lists, notices, signs, brochures, short newspaper articles, etc.;
- (c) understand and identify specific information;
- (d) understand direct regulations, simple instructions and short descriptions.

WRITING – Candidates should be able to:

- (a) write about common events and experiences;
- (b) write simple narratives;
- (c) express ideas, opinions, and emotions in emails, letters, notes and messages;
- (d) show coherence, cohesion and organisation and a sense of audience and purpose;
- (e) show competence in the following:
 - i) spelling, ii) punctuation, iii) range of vocabulary, iv) application of grammar rules,
 - v) syntax, vi) use of basic tenses, vii) using a dictionary.

SUBJECT CONTENT

3.1 Grammatica e Strutture

The grammatical notions marked with an asterisk (*) are considered to be fundamental in order to sit for the SEC examination successfully. Other notions are also necessary, but are mainly required in order to improve and perfect one's language competence.

Both forms and functions of these grammatical notions are necessary (i.e. they may be tested through language exercises, but also in reading and in written and spoken language production).

3.1.1 Alfabeto, punteggiatura e ortografia

(*) L'Alfabeto, punteggiatura, uso delle maiuscole.

(*) Regole ortografiche basiche (es. l'uso dell' *h* nelle sillabe *chi, che, ghi, ghe*; della *i* nelle sillabe *cio, cia, gio, gia*, ecc; l'uso del trigramma *gli* e del digramma *gn* [in parole come *famiglia, campagna*, ecc]; distinzione tra *a/ha, o/ho*, ecc.)

(*) L'accento grafico.

3.1.2 Nomi, articoli, preposizioni e congiunzioni

(*) Nome: femminile e maschile, singolare e plurale (compresi quelli irregolari più comuni); formazione dei nomi femminili.

(*) Articolo determinativo e indeterminativo.

(*) Preposizioni semplici e articolate.

(*) Le congiunzioni di uso comune (*e, ma, o, perché, quando, se*, ecc.)

Nomi alterati.

3.1.3 Aggettivi e avverbi

(*) Aggettivi qualificativi e determinativi: uso, formazione di e posizione; indefiniti, dimostrativi, interrogativi, possessivi (compreso l'uso con nomi di parentela); numerali.

3.1.1 The Alphabet, punctuation and spelling

(*) The Alphabet, punctuation, use of capital letters.

(*) Basic spelling rules (ex. the use of the *h* in the following syllables *chi, che, ghi, ghe*; of the *i* in the syllables *cio, cia, gio, gia*, etc; the use of *gli* and *gn* [in words like *famiglia, campagna*, etc]; distinction between *a/ha, o/ho*, etc.)

(*) The accent.

3.1.2 Nouns, articles, prepositions and conjunctions

(*) Noun: fem./ masc., sing. / plural (including the more common irregular ones); formation of feminine nouns.

(*) The definite and indefinite article.

(*) Simple and compound prepositions.

(*) Common conjunctions (*e, ma, o, perché, quando, se*, etc.)

Nouns with affixes.

3.1.3 Adjectives and adverbs

(*) Adjectives, formation of and their placing; indefinite, demonstrative; interrogative; possessive (including use of before names of relatives); numerical.

(*) Avverbi: uso, formazione di e posizione.

Di modo, di tempo, di luogo, di giudizio, di quantità, interrogativi.

(*) Gradi dell'aggettivo e dell'avverbio: comparativo dell'aggettivo e dell'avverbio. Gradi comparativi di maggioranza, minoranza e uguaglianza (comprese le forme irregolari più usate).

(*) Superlativo assoluto e relativo.

Aggettivi alterati.

3.1.4 Verbi

(*) Infinito.

(*) Indicativo presente, passato prossimo, imperfetto e trapassato prossimo, futuro semplice e anteriore.

(*) Participio passato. Accordo del participio passato con l'oggetto.

(*) Condizionale semplice.

(*) Condizionale composto.

(*) Concordanza dei tempi (specialmente Forma perifrastica: *stare per* + infinito; le forme dell'indicativo).

(*) Gerundio: presente e con il verbo *stare*.

(*) Imperativo e imperativo negativo.

(*) La forma impersonale.

(*) Verbi riflessivi.

(*) Verbi modali *dovere, volere, potere* ai tempi e ai modi elencati sopra.

(*) Adverbs: use, formation and position.

Adverbs expressing time, place, judgement, quantity, questions.

(*) Adjectives and adverbs: Comparatives of adjectives and adverbs. Comparative forms (including the most commonly used irregular forms).

(*) Superlative: absolute and relative.

Adjectives with affixes.

3.1.4 Verbs

(*) The Infinitive.

(*) The *presente indicativo, passato prossimo, imperfetto* and *trapassato prossimo, futuro semplice* and *anteriore*.

(*) The Past Participle. Agreement of past participle with the object.

(*) Present conditional.

(*) Past conditional.

(*) Agreement of tenses (especially in Progressive construction: *stare per* + *infinitive*; construction with the *infinito*).

(*)The Gerund: present and with the verb *stare*.

(*) The imperative mood and negative form of the imperative.

(*) The impersonal construction.

(*) Reflexive verbs.

(*)The modal verbs *dovere, volere, potere* in the tenses mentioned above.

Congiuntivo presente, passato e imperfetto.	Subjunctive, present, past and imperfect.
Infinito in funzione di imperativo.	The infinitive used as imperative.
Periodo ipotetico con l'indicativo (presente, futuro e imperfetto).	Conditional clauses with the indicative (present, future and imperfect).
Periodo ipotetico con il congiuntivo imperfetto.	Conditional clauses with the subjunctive (imperfect).
Forma passiva.	Passive voice.

3.1.5 Pronomi e particelle

- (*) *Ci, vi, ne* nei vari usi.
- (*) Pronomi personali soggetto (*io, tu, lui, lei, noi, voi, loro*).
- (*) Pronomi possessivi.
- (*) Pronomi dimostrativi *questo, quello* (anche al femminile e al plurale).
- (*) Pronomi interrogativi *quale, quanto* (anche al femminile e al plurale; *chi, che*).
- (*) Pronomi relativi *che, cui* e *chi*.
- (*) Pronomi indefiniti di uso comune (es. *Alcuno, ciascuno, nessuno, troppo, molto, poco, tanto, tutto*, ecc; anche al femminile e al plurale; *qualcuno, ognuno*, ecc; anche al femminile; *qualcosa, niente, nulla*, ecc.)
- (*) Pronomi riflessivi.
- (*) Pronomi diretti e indiretti.
- Di*, uso partitivo.
- Pronomi combinati.

3.1.6 Registri

- (*) Forma di cortesia: l'uso del 'tu' e del 'Lei'.

3.1.5 Pronouns and particles

- (*) *Ci, vi, ne* and their uses.
- (*) Subject personal pronouns (*io, tu, lui, lei, noi, voi, loro*).
- (*) Possessive pronouns.
- (*) Demonstrative pronouns *questo, quello* (also in the feminine and the plural form).
- (*) Interrogative pronouns *quale, quanto* (also in the feminine and plural form; *chi, che*).
- (*) Relative pronouns *che, cui* and *chi*.
- (*) Common indefinite pronouns (ex. *Alcuno, ciascuno, nessuno, troppo, molto, poco, tanto, tutto*, etc; also in the feminine and plural form; *qualcuno, ognuno*, etc; even in the feminine; *qualcosa, niente, nulla*, etc.)
- (*) Reflexive pronouns.
- (*) Direct and Indirect pronouns.
- Use of the partitive *Di*.
- Conjunctive and Disjunctive pronouns.

3.1.6 Discourse registers

- (*) The use of the polite form: *tu* and *lei*.

3.1.7 Modi di dire / Idiomatic expressions

Candidates should know the meanings of the following expressions and how to use them in a sentence:

1. Acqua in bocca
2. Amici per la pelle
3. Andare a ruba
4. Andare d'accordo
5. Avere a portata di mano
6. Avere buone gambe
7. Avere la testa fra le nuvole
8. Avere la testa sulle spalle
9. Avere le mani bucate
10. Avere le mani in pasta
11. Avere le mani legate
12. Avere un cuore grande come una casa
13. Camminare a testa alta
14. Cercare per mare e per terra
15. Chiudersi in casa
16. Chiudere/ Non chiudere un occhio
17. Da capo a piedi
18. Dare alla luce
19. Dare il cambio
20. Difendere a denti stretti
21. Di punto in bianco
22. Essere al verde
23. Essere con l'acqua alla gola
24. Essere in gamba
25. Fare bella figura
26. Fare/essere l'avvocato del diavolo
27. Fare in tempo a
28. Fare marcia indietro
29. Gettare acqua sul fuoco
30. Guardare con la coda dell'occhio
31. Lavarsene le mani
32. Mettere i bastoni fra le ruote
33. Mettere qualcosa sotto i denti
34. Mettere una mano sul fuoco
35. Montarsi la testa
36. Parlare a quattr'occhi
37. Passare una notte in bianco
38. Perdere la testa
39. Perdersi in un bicchier d'acqua
40. Portare acqua al mare
41. Prendere due piccioni con una fava
42. Restare a bocca asciutta
43. Rompere il ghiaccio
44. Salire al settimo cielo
45. Scoppiare di salute
46. Sognare ad occhi aperti
47. Stare al gioco

48. Stare con le mani in mano
49. Versare lacrime di cocodrillo
50. Vuotare il sacco

3.2 Socio-linguistic components

Notions

Candidates are expected to be able to express themselves and express views on the 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, refer to personal relations (friend, boy/girl-friend, acquaintance, stranger), participate in social life, deal with matters of correspondence. They are also to 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. Describe the natural environment (including plants and animals) and provide brief information about environmental issues (e.g. Pollution).
- 3.2.3 Daily life:** Describe their daily routines, at home and at school and speak of their prospects. Describe some events in the present and in the past.
- 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, entertainment and private pursuits, radio, TV, gadgets, cinema, sports, reading and youth groups.
- 3.2.5 Travel:** Use and refer to means of transport; travel by road, rail, sea and air for holiday purposes (includes the basic vocabulary necessary in hotels/pensions, luggage, entering and leaving a country, travel documents).
- 3.2.6 Health and body care:** Refer to personal matters, stating whether they feel well, are hungry, tired, etc. Refer to matters of personal hygiene, matters of health and illness.
- 3.2.7 Education:** Refer to the school environment and to educational matters, including different levels of education, school subjects and qualifications.
- 3.2.8 Shopping:** Make use of shopping facilities, particularly buying foodstuffs, clothes, household articles, etc.
- 3.2.9 Food and drink:** Refer to and order various kinds of food and beverages in a café, a restaurant, etc. Refer to the basic vocabulary regarding weights and measures.

- 3.2.10 Services:** Refer to, inquire about and make use of postal services, telephone, banks, police, medical services and general city amenities.
- 3.2.11 Places:** Ask the way and give directions (location, relative position, distance, direction, traffic and road signs).
- 3.2.12 Weather:** Understand and refer to a weather forecast, climate and weather conditions.
- 3.2.13 Technology:** Refer to the use of various devices including the home computer/s, laptops, tablets, portable music devices, digital cameras, etc. Refer to them briefly, indicating which ones they use most frequently for various purposes, at home, at school, with friends, etc. Refer to the use of social networks, and discuss their advantages and disadvantages.
- 3.2.14 Language:** Refer to their ability to understand and speak Italian, and when in difficulty can use compensation strategies (v. 3.4.3).

3.3 Culture and Civilisation Components

Candidates are expected to be familiar with the cultural information listed below. It is therefore not advisable to ask candidates to memorise unnecessary information, as they are to learn to appreciate Italy's culture by gaining familiarity with the notions in this list.

Exercises will be set specifically to test this information, and candidates will not be expected to delve into any further detail.

3.3.1 Italy – A General Profile

- Its position in the Mediterranean and surrounding countries.
- The most important mountains, volcanoes, lakes and rivers, namely:
 - Le Alpi and gli Appennini;
 - Il Vesuvio, l'Etna and Stromboli;
 - Lago di Garda, Lago Maggiore, Lago di Como;
 - Il Tevere, Il Po, L'Arno.
- The seas that surround Italy, namely:
 - Il Mare Adriatico, il Mare Ionio, il Mare Tirreno, il Mare Ligure, il Mare Mediterraneo.
- 10 Italian regions and their location on a map together with their capoluoghi, namely:
 - Piemonte – Torino, Lombardia – Milano, Veneto – Venezia, Emilia-Romagna – Bologna, Toscana – Firenze, Umbria – Perugia, Lazio – Roma, Campania – Napoli, Sicilia – Palermo and Sardegna – Cagliari.

3.3.2 History and Tourism

- Basic information on Rome's foundation, including Romolo and Remo.
- Famous characteristics of the following, namely:
 - Torino:** - La Fiat;
 - La Mole Antonelliana.

Milano:	- Piazza Duomo; - L'Ultima Cena di Leonardo da Vinci; - La Borsa.
Venezia:	- Ponte di Rialto; - Piazza San Marco; - Le gondole.
Bologna:	- L'Università; - Piazza Maggiore; - La pasta.
Firenze:	- Piazza della Signoria; - Il David di Michelangelo; - Gli Uffizi.
Perugia:	- L'Università per Stranieri; - Baci Perugina.
Roma:	- Piazza di Spagna e Trinità dei Monti; - Piazza Navona; - La Fontana di Trevi; - Il Colosseo; - Piazza San Pietro e il Vaticano; - L'Altare della Patria; - I Fori Imperiali.
Napoli:	- Piazza del Plebiscito; - Teatro San Carlo; - San Gennaro; - Il Vesuvio; - La pizza.
Sicilia:	- L'Etna; - Taormina; - La Valle dei Templi; - I cannoli; - La cassatella siciliana.

3.3.3 Feasts and Traditions

- **Il bar italiano** Molto numerosi in tutte le città; servono cibo e bevande dalla mattina presto fino a dopo mezzanotte; sono un luogo d'incontro.
- **La trattoria** Molto numerose in tutte le città; servono piatti tipici italiani e regionali; costano meno dei ristoranti.
- **La Befana** Viene raffigurata come una donna molto anziana che vola su una logora scopa; fa visita ai bambini nella notte tra il 5 e il 6 gennaio (la notte dell'Epifania); i bambini bravi ricevono caramelle o piccoli giocattoli e quelli meno bravi ricevono carbone.
- **Il Carnevale di Venezia** Tra i più famosi al mondo; molto noto per le maschere; la maschera di Arlecchino è tra le più rinomate; di solito dura per 5 giorni.
- **La Pasqua e Pasquetta** A Pasqua c'è l'abitudine di regalare uova di cioccolato; Pasquetta è il giorno dopo la Pasqua.
- **Il Palio di Siena** Si tiene due volte l'anno, a luglio e ad agosto; una corsa

- **Ferragosto** a cavallo che si svolge in Piazza Del Campo a Siena; è una festa dedicata alla Madonna.
- **Il 15 agosto** Il 15 agosto; la parola significa “ferie di agosto”; nelle grandi città molti uffici e negozi chiudono per le ferie.
- **Il 25 aprile** Anniversario della liberazione d’Italia e la fine della Seconda Guerra Mondiale; in Italia è una festa nazionale: La Festa della Liberazione.
- **Il 2 giugno** È la festa della Repubblica Italiana; si celebra la nascita della Repubblica Italiana; in Italia è festa nazionale.
- **San Silvestro** La notte di San Silvestro è la notte tra il 31 dicembre e il Capodanno.
- **Capodanno** È il primo giorno dell’anno; molti la considerano un’occasione per fare dei buoni propositi per il nuovo anno.

3.3.4 The “Made in Italy”

- **Fashion** Gucci; Armani; Valentino; Benetton; Versace; Carpisa; Sisley; Ferragamo; Prada; Dolce e Gabbana.
- **Food & Beverages**
 - Il caffè** Caffé espresso; caffè macchiato; cappuccino; caffè corretto; caffè lungo.
 - I dolci delle feste** Il Panettone; il Pandoro; la Colomba.
 - Il formaggio** Il Parmigiano Reggiano; il Grana Padano; la Mozzarella
 - La pizza** La più semplice – la Margherita; la pizza al taglio; “Che pizza!”
 - La pasta** La pasta al dente; diversi tipi di pasta; “essere di buona pasta”; la pasta fresca.
 - La polenta** Prodotto tipico dell’Italia del Nord; a base di farina di cereali; è gialla.
 - Il cornetto** Ha la forma di una mezzaluna; può essere semplice o farcito al cioccolato, alla crema o alla marmellata; si prende di solito assieme al caffè per colazione.
 - Il Crodino** Bevanda analcolica; di colore rosso; si trova in bottiglie con una forma molto particolare.
 - La Nutella** È a base di cacao e nocciole; prodotto dalla Ferrero; un prodotto spalmabile.

3.3.5 Transport

- **Le autostrade** the A1 which links the South to the North of Italy.
- **Le stazioni ferroviarie** Stazione Termini (Giovanni Paolo II), pendolari and types of trains, namely: Frecciarossa; Intercity; Regionale; Eurostar.
- **Aeroporti** Leonardo Da Vinci (Fiumicino); Milano Linate; voli

nazionali; voli internazionali; Alitalia; voli low cost.

- **Cars & Bikes “Made in Italy”**

Automobili: Ferrari; Fiat; Alfa Romeo.
 Motociclette: Motoguzzi; Ducati; Aprilia.
 Motorini: Vespa; Piaggio.

3.3.6 Art, literature and music

- **Authors and their works** Dante Alighieri (*La Divina Commedia*), Manzoni (*I Promessi Sposi*), Collodi (*Pinocchio*), Andrea Camilleri (*Il Commissario Montalbano*).
- **Painters** Caravaggio; Michelangelo; Leonardo da Vinci; Mattia Preti.
- **Classical composers** Verdi; Vivaldi; Puccini; Rossini.

3.3.7 Media and Sports

- **Italian newspapers and magazines, and their online versions**
Il Corriere della Sera, La Repubblica, La Gazzetta dello Sport, T.V. Sorrisi e canzoni, Donna Moderna, Focus Junior
- **Italian Television** Italian TV stations – Rai e Mediaset;
 programmes – *Il Festival di Sanremo, Amici, Striscia la Notizia, Linea Verde*.
- **Italian Cinema** Roberto Benigni; Sophia Loren; Totò; Alberto Sordi;
 Federico Fellini.
- **Italian Sport**
 - Football – The “scudetto”; the” ultra”;
 - Famous teams and their colours:

Inter	–	Nerazzurri
Milan	–	Rossoneri
Juventus	–	Bianconeri
Napoli	–	Azzurri
Roma	–	Giallorossi
Lazio	–	Biancocelesti
 - Waterpolo – La pallanuoto; il settebello; il setterosa.
 - Cycling – Il ciclismo; il Giro d’Italia; la maglia rosa.
 - Motor Racing – La Formula Uno; Il Gran Premio d’Italia (Monza); La Ferrari.

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, congratulating someone 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

LISTENING 21%	<i>Listening Comprehension</i> *The listening texts, in all , are not to exceed 600 words in length.	40 mins
READING 20%	<i>Reading comprehension</i> Paper IIA: 2 texts which are not to exceed 600 words. Paper IIB: 2 texts which are not to exceed 450 words.	45 mins
SPEAKING 14%	<i>Picture Interpretation</i> <i>Free Conversation</i>	10 mins
WRITING 45%	<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: Paper IIA: 250 and 270 words Paper IIB: 200 and 220 words	150 mins
Weighting (100%)	Tasks	Time distribution: 245 mins

- candidates sitting for Paper I and Paper IIA may qualify for a grade within range 1 to 5

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

4.1 Examination

The examination will consist of two Papers. All answers have to be in Italian.

4.1.1 Paper I (2 hours, 5 mins – 55% of the total marks) consists of 2 parts:

4.1.2 Paper I Part 1 – Listening and Speaking (50 minutes – 35 marks on 100)

a) A Listening Comprehension test, 40 minutes, 21 marks

Various formats (short answer questions, multiple choice questions, filling grids, sequencing, selecting information given in the text, sentence completion, matching, true-false-no information given etc.) 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 at least twice. The time allowed for candidates to write their answers will vary according to the test format and to the nature of the text. The text/s will not exceed 600 words in length.

Questions will test understanding of the gist and specific details. The criteria for assessment are successful comprehension and completion of the task. Answers which are easily comprehensible and correct from a ‘comprehension’ point of view will get full marks.

b) An Oral examination, about 10 minutes, 14 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) a picture interpretation (7 marks) and
- ii) a free conversation (7 marks).

Candidates will be given about 5 minutes to prepare both tasks.

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

In both tasks (picture interpretation 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.

4.1.3 Paper 1 Part 2 – Language and Culture (1 hour 15 minutes – 20 marks on 100)

(a) Section A (10 marks)

This will consist of a number of exercises designed to test aspects listed in the Assessment Objectives (WRITING [Section 2e]) above. The exercises set may be of various types e.g., multiple choice, cloze tests, c-tests (which measure overall language competence similar to the cloze tests), word sets, transformation, substitution, joining phrases, jigsaw, sentence completion, matching, recognition of functions, gap filling, editing, etc. The exercises will test both production and recognition.

(b) Section B (10 marks)

This will consist of a number of exercises designed to test 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 correctly in 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 altogether 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 two texts for comprehension which together are not to exceed the limit of 600 words. The first comprehension will have closed type questions which may include multiple choice questions, matching, putting in sequence, listing, filling a grid, etc. The questions for this task will have a range of complexity, but will not be open ended questions. The second comprehension will have a range of questions, varying from referential to inferential questions. This task will also have a question which tests the students' ability to make a synthesis, namely a summary of information contained in the text or part of it.

The criteria for assessment are comprehension and completion of the task.

4.2.2 Paper IIB will consist of:

(a) Writing Tasks – (25 marks)

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

The writing task could also be guided or controlled.

(b) Paper IIB - Reading Task/s – (20 marks)

This will consist of two texts which are not to exceed 450 words. The first comprehension will have picture based content and the questions will not be open ended. The questions posed for this task may include multiple choice questions, matching, true or false, completing a grid, sequencing, etc. The second comprehension will consist of a text on which the candidate will answer a set of questions. No questions which will ask the candidate to summarise the text or parts of it will be set. The questions shall be graded in complexity and will include open ended questions.

The criteria of assessment are comprehension and completion of the task.

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.