ITALIAN

Paper 0535/11
Listening (Multiple Choice)

There were too few candidates for a meaningful report to be produced.

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Paper 0535/12
Listening (Multiple Choice)

Question Number	Key
1	B
2	C
3	A
4	A
5	C
6	B
7	C
8	A

Question Number	Key
9	A
10	D
11	C
12	C
13	C
14	A

Question Number	Key
15	C
16	A
17	B
18	F
19	D

Question Number	Key
20	B
21	C
22	C
23	B
24	B
25	B
26	B
27	C
28	A

Question Number	Key
29	B
30	A
31	D
32	C
33	B
34	C

Question Number	Key
35	C/E
36	B/D
37	B/E

General comments

This was the first session of the Listening test in multiple choice format. Candidates appeared to understand the demands of the test and generally performed well. As the texts became longer and denser and the questions more challenging, stronger candidates continued to perform well, whereas the weaker ones began to provide random answers.

Comments on specific questions

Questions 1–8

Most candidates answered all the questions correctly in this exercise. In **Question 5,** all candidates were able to rule out the beach as the targeted information but did not understand 'fiume'. Also, in **Question 7** some candidates did not recognise the tram.

Questions 9–14

Candidates heard a longer extract about a trip to Mantova. As expected, candidates found this more challenging and only stronger candidates answered all questions correctly. Other candidates found it difficult to recognise 'il cortile della scuola' or 'la stazione di servizio in autostrada'.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between a mother and a son about accommodation in Milan. Many candidates answered correctly, but some found it difficult either to understand the details or to match them with the descriptions.

Questions 20–28

In this exercise, candidates heard two short interviews about living in a town or in the country. **Question 27** was the most challenging question

Questions 29–340

The exercise was based on a conversation between two friends about books. Stronger candidates answered these questions correctly. Those who did not, seem to have chosen at random except perhaps for **Question 30**, understanding something about taking a pair of shoes was not enough without understanding the context.

Questions 35–37

Candidates heard an interview with a marathon runner who was offering advice to people interested in taking up this activity. For each section candidates had to identify two correct statements from a choice of five. Many candidates performed well in this final exercise. 'All'inizio ci si allena camminando' proved to be the most difficult. With 'È bene cambiare le scarpe dopo 80 km', candidates mistook 80 with 800, but even these questions were answered correctly by stronger candidates.

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Paper 0535/13
Listening (Multiple Choice)

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| Paper 0535/21 |
| Reading |

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Paper 0535/22
Reading

Key messages

- Candidates should keep answers brief and focused, while ensuring that they have included all relevant elements that are necessary to gain marks.

- Candidates should not lift large chunks from the text and should try to demonstrate that they have understood the question and are able to locate and communicate the correct answer.

- Where candidates introduce extra, irrelevant material, this may invalidate an otherwise correct answer as it may be unclear that the candidate has understood.

- Candidates are advised to familiarise themselves with the style of the paper and its various sections and exercises (through practice of specimen and past papers). This could be particularly useful for Exercises 4, 5 and 6.

- All sections should be attempted and candidates should ensure that they leave themselves time to check that they have both completed all questions and checked their answers for accuracy.

General comments

Candidates mostly seemed very well prepared. Almost all candidates attempted all questions. Several candidates left a few answers blank, most notably in **Questions 4** and **6**, where written answers were required. Candidates should be advised to attempt to answer all questions.

Comments on specific questions

Esercizio 1 domande (a) – (e)

This exercise, which required candidates to match images to five statements concerning daily routine, was generally very well done, with candidates able to identify the appropriate activity. A very few candidates matched two phrases to the same image, possibly in error rather than through lack of knowledge.

Esercizio 2 domande (a) – (e)

This exercise, which tested items of vocabulary associated with buildings in a town, was very well done. The one question which caused difficulty for some candidates was **Question (c)**, perhaps through unfamiliarity with the verb *nuotare*.

Esercizio 3 domande (a) – (g)

Many candidates performed well in this exercise locating the correct answers from the multiple choice options. However, there were sometimes errors in **Question (d)** which asked candidates which task Pietro preferred. The question required candidates to locate the material immediately before the phrase *Questo è il lavoro che mi piace di più*, but some candidates targeted the following paragraph.

Esercizio 4 domande (a) – (k)

This exercise was based on an email from Franco to a friend describing his new school. The exercise required candidates to locate answers to comprehension questions based on the text and to write them in Italian. Often the answer could be lifted directly from the text once correctly located.

Most candidates attempted all questions, generally locating the answers successfully.

In **(a)** a very few candidates mistakenly located Franco's new school in Roma rather than Genova.

In **(b)** it had to be clear that the reason for Franco's change of city was his mother's work. Candidates should be reminded that in such instances manipulation of the possessive adjective (from *mia* to *sua*) is required, or alternatively the use of a convention such as *della madre*.

Candidates were not required to answer in full sentences, but many did. Answers were accepted despite grammatical errors, provided that these errors did not create ambiguity. For example, in **Question (c)** many candidates attempted an indirect object pronoun to replace the phrase *a Franco*, but were not always successful. This was ignored if the key idea in the answer *dei vestiti nuovi* was clear.

Question (d) required the complete idea of *scarpe da ginnastica*, not just *scarpe.*

On a few occasions, answers were lifted from the text in a way which made them ambiguous. For example **Question (e)**, which required the answer *degli insegnanti*, was ambiguous if candidates preceded the required information with a partial irrelevant lift such as *il campo sportivo*.

Questions (f) to **(k)** presented relatively few difficulties, but several candidates did not identify the correct target in **Question (j)** *matematica* and offered *geografia*, which was boring for Franco rather than difficult.

Esercizio 5 domande (a) – (e)

This exercise required candidates to match the holiday locations described in the texts with the five people whose tastes were described in texts **(a)** to **(e)**. Careful reading and attention to detail was required to find the one appropriate match for each person. This was generally done well. **Question (c)** was mostly likely to be incorrectly answered by those candidates who chose 2 rather than the correct 3, due possibly to being distracted by the word *città* in description 2.

Esercizio 6 domande (a) to (i)

In this exercise candidates were asked to read a text about the summer job of a girl, Daniela. Candidates were then required to respond in Italian to questions which would demonstrate an understanding of both text and questions.

Questions (a) and **(b)** were generally well answered, with candidates able to give the correct answer.

Question (c) required correct location and lifting of the correct material without any manipulation. It was important to be clear that one reason for not having any more animals at home was that it would be too much work for the parents. Some candidates omitted the key phrase *per loro* or a similar paraphrase.

Questions (d) and **(e)** caused relatively few problems. Candidates should be reminded that *piacere* requires an indirect object, as given the question. It was not necessary to reply in full sentences.

Question (f) posed problems for those candidates who did not recognise *contenta* as a synonym of *felice* and therefore incorrectly targeted the following paragraph where we learn about what was the difficult and sad part of the work.

Question (g) produced a few ambiguous answers. Generally candidates located the correct material, but abbreviated it to *capire il problema.* This made answers ambiguous suggesting there was one particular problem to understand rather than being clear that what Daniela liked was to understand what the individual problem of each animal was.

Questions (h) and **(i)** were generally well answered, but it appeared that many candidates were unfamiliar with the expression *visto che* and gave answers such as *Daniela ha visto che assomigliava ad un lupo*, which was accepted provided the necessary manipulation of the verb was correct.

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| Paper 0535/23 |
| Reading |

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Paper 0535/03
Speaking
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Key messages

- Centres had generally prepared candidates well for the new speaking test.
- The quality of the recording was good for all centres and the samples chosen were in accordance with the guidelines given.
- The randomisation grid in the Instructions for teachers/examiners was usually followed correctly.
- Clerical work was usually very good in centres.
- Examiners should familiarise themselves with the scripts for both the role plays and the topic conversations before conducting any live speaking tests. They must adhere to the scripts as set out in the instructions for teachers/examiners booklet.
- At the start of each candidate's test, the examiner should greet the candidate using the prompts provided and set the scene for the role play by reading out the role play scenario.
- Centres are reminded to use the alternative questions provided in the topic conversations if a candidate does not understand the first version (and repetition) of the question.
- Examiners should stick to the time frame stipulated in the Instructions for teachers/examiners. If the topic conversations last 3½ minutes or less, examiners should use up to two open-ended further questions, on the same topic, to make sure the conversations last 4 minutes. They should not repeat previous questions that they have already asked earlier in the conversation or use the alternative questions as further questions.
- Candidates should be encouraged to learn (and know how to use accurately) a range of verb forms, particularly the present, past and future. Equally, candidates should ensure that they know a good range of vocabulary relating to the various topics listed in the syllabus.

General comments

Overall, the examiners conducted the examination correctly and gave the candidates the chance to perform well in all sections of the exam. The Instructions for teachers/examiners booklet provides detailed information for Examiners conducting the speaking examination. Examiners should read it carefully and familiarise themselves with the different components of the exam prior to starting. Omission of a section can disadvantage a candidate and the stipulated format should be carefully followed.

Most centres sent the correct sample size for moderation and the quality of the recordings was good. Centres are responsible for ensuring the quality of recordings and it is essential that centres check this prior to despatching them to Cambridge International.

Examiners **must** follow the randomisation instructions provided when allocating role plays and topic conversations to candidates.

Each sample that you submit to Cambridge International must contain a recorded introduction. This should include the centre number, the centre name, the syllabus and component number, the syllabus name and the exam series/year (e.g. June 2021). At the start of the test, and after pressing 'record' on the recording equipment, the examiner must announce their own name, followed by the candidate's number and name, the role play card number and the date on which the speaking test is taking place. Each recorded file in the sample must be named clearly using the following convention:

centre number_candidate number_syllabus number_component number

Examiners are reminded that once a speaking test has started, the recording must run without interruption and must <u>not</u> be stopped or paused at any point during the test.

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In general, the working mark sheets were completed correctly. Examiners need to remember to enter the candidate name, candidate number, role play card number and topic conversation numbers in the appropriate places, and to write a mark in each column. The name of the examiner needs to be legible.

Comments on specific questions

Role plays

Examiners generally read the scenario as instructed. In cases where candidates do not answer a question, examiners can repeat the question once, but they must not rephrase it.

The nine role plays were accessible to candidates and set in situations in which candidates could find themselves in real life. The vocabulary used in the role play questions was straightforward and usually notions of time and place were quite well understood.

The first two tasks in each role play were of a factual nature and gave candidates the opportunity to answer briefly. Short responses to tasks 1 and 2 were perfectly acceptable. Candidates mostly answered these two opening questions well.

The majority of candidates coped well with the role plays, with most candidates able to use appropriate vocabulary and a variety of tenses correctly. The weakest candidates also showed that they could score marks for partial communication on some tasks.

On each card, the last three tasks were more challenging and gave candidates more opportunity to develop responses. Weaker candidates did not understand these and consequently gave irrelevant information which did not answer the set task. Those last three tasks also gave candidates the opportunity to show that they could use past and future time frames correctly and develop their answers with opinions and simple explanations. In each role play, weaker candidates experienced some difficulty in answering in the time frame of the question and this made their responses ambiguous. The best responses heard were ones in which the time frame matched the time frame of the question as this meant the message was relevant and communicated unambiguously.

Topic conversations

Examiners are reminded to introduce the topic area just before the start of each conversation. The first three topics were based on one of the sub-topics of Areas A and B as listed in the syllabus. The last four topics were taken from one of the sub-topics in Areas C, D or E of the syllabus. All these sub-topics were familiar to candidates and a full range of performance was seen with each conversation having its easier and more challenging tasks.

As in the role plays, the first two questions on each conversation were more closed and straightforward in nature and were set at an easier level to start off the conversation. They could be answered briefly and with factual language. The time frame used in the first two questions was the present.

The final three tasks in each conversation were more open and required candidates to communicate relevantly in past and future time frames. Each topic conversation also gave candidates the opportunity to express opinions and develop where possible their reasons for their opinions.

It is important that examiners familiarise themselves with the difference between **alternative questions** (which allow candidates the opportunity to respond when they haven't been able to say anything in response to the main question), **extension questions** (which the examiner can use within the body of the main topic conversation itself in order to elicit a fuller response from the candidate) and **further questions** (which the examiner can use in order to ensure that the topic conversation adheres to the timings stipulated in the instructions for teachers/examiners booklet).

Stronger candidates generally responded confidently to questions and often expanded their responses, even when they were not asked extension questions. Candidates should be encouraged to listen carefully to the timeframe used in the question and to respond accordingly.

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| Paper 0535/41 |
| Writing |

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Paper 0535/42
Writing
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Key messages

- Candidates should read the questions carefully.
- In **Question 2** and **Question 3** candidates should address each bullet point clearly and explicitly.
- Candidates should not introduce irrelevant material into their answers.
- Candidates should check their work carefully.
- Candidates should take care to ensure their handwriting is legible.

General comments

In general, candidates performed very well on this paper.

Among weaker performances this year, it was noted that the more common mistakes were mixing up '*e*' (and) and '*è*' (it/he/she is), '*ho*' (I have) and '*ha*' (he/she has) that became '*o*' (or) and '*a*' (to). The correct conjugation of '*piacere*' in all tenses was problematic for many candidates.

Candidates should ensure that for **Questions 2** and **3** all content should be included as one of the assessment criteria is task completion and level of detail included.

Some candidates used a very narrow range of repeated vocabulary and structures and on occasions appeared to use some pre-learned vocabulary, even if it was not appropriate to the question. It should be noted that a wide range of complex language, both in verbs and other grammatical structures, is rewarded in **Question 3**. Therefore, candidates should be encouraged to learn synonyms for common words such as '*andare', 'arrivare', 'pensare'*. This would help to ensure they have the best chance of scoring well for vocabulary and also ensure the language is appropriate.

However, stronger candidates were able to use a variety of vocabulary and synonyms and in some cases used impressive idioms, especially when attempting **Question 3**.

Comments on specific questions

Question 1

Details to add to a form to join a gym.

Most candidates were able to list the five pieces of information required. There was some tolerance allowed here in terms of accuracy of spelling and gender (e.g. *'proffessore', 'studenta'*). The spelling of some months of the year for the *'data di nascita'* gap fill caused confusion (examples of '*septembre*', '*genaio*', '*febraio*', and there were issues with '*doppie consonanti*'). Some candidates wrote *'il fine settimana'* for the last gap fill which could not be accepted as it is not a day of the week.

Words in languages other than Italian (for example Spanish and English) could not be awarded credit. A very few candidates only gave 3 or 4 items and therefore could not earn full marks.

Question 2

Description of candidate's interaction with TV

There were many detailed answers here, which gained full marks as they provided consistently relevant information and opinion.

The third bullet point was the most challenging for some candidates because they did not mention a type of programme in the answer, but rather a name of a show without using the corresponding Italian word to describe the type of TV entertainment it was.

Many candidates attempted to answer the first and second bullet points by combining them which was acceptable as their answer still demonstrated completion of tasks and communication was achieved.

Many candidates made errors due to verb conjugations inaccuracies (confusion between verbs conjugations which hindered meaning and contributed to a breakdown in communication – e.g. '*guardi*' instead of '*guardo*', '*vedrete*' instead '*vedremo*').

There were problems with the fourth bullet point as many candidates did not put accents on future tense verbs or used future expressions when a clear use of future tense or conditional was needed to answer this bullet point with the required level of detail. The most common mistakes were '*guardero*', '*andro*' *(al cinema per vedere)*.

Centres should encourage candidates to read the bullet points very carefully, to answer each one directly and to expand their answer with relevant information in clauses containing verbs.

Question 3

(a)   A school trip to Italy

Most candidates were able to complete all the 5 bullet points accurately ensuring they could score the top mark for this criterion (10 marks). Some candidates were not able to achieve full marks for this criterion and this was mainly due to their inability to answer bullet point 3 and 4, by giving detailed information for each. Some candidates either did not give explanations or combined the two bullet points together missing out the opportunity to give more detailed information and opinions. However, most candidates followed the bullet points closely.

For bullet point 5, a few candidates did not make clear reference to where they would go the next year, but tried to explain that they could not know due to the Covid-19 travel restrictions, creating a very original and relevant answer with excellent explanations. Some others limited themselves to inviting the recipient of their e-mail to join them in the future.

(b)   My job

Those candidates who chose this task had a very good knowledge of the Italian language. Bullet point 2 caused more issues as some candidates did not answer it by using a past tense but referred to what they 'will do' with the money they earn (or earned). Some issues arose with the use of the verb '*piacere'* for bullet point 3, and a few candidates had problems with bullet point 3 because they tried to give a very complex answer to why they thought it is important for young people to have a job or not. Some candidates gave good answers by keeping ideas relatively simple and successfully focused on producing a wide range of grammatical structures and vocabulary used accurately.

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Paper 0535/43
Writing

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