



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

Italian 3631

2009

Material accompanying this Specification

- Specimen and Past Papers and Mark Schemes
- Reports on the Examination
- A Teacher's Guide

SPECIFICATION

This specification will be published annually on the AQA Website (<http://www.aqa.org.uk>). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.

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Background Information

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The Revised General Certificate of Secondary Education

Following a review of the National Curriculum requirements, and the establishment of the National Qualifications Framework, all the unitary awarding bodies have revised their GCSE syllabuses for examination in 2003.

1.1 Changes at GCSE

Key Skills

All GCSE specifications must identify, as appropriate, opportunities for generating evidence on which candidates may be assessed in the “main” Key Skills of communication, application of number and information technology at the appropriate level(s). Also, where appropriate, they must identify opportunities for developing and generating evidence for addressing the “wider” Key Skills of working with others, improving own learning and performance and problem solving.

Spiritual, moral, ethical, social, cultural, environmental, health and safety and European Issues

All specifications must identify ways in which the study of the subject can contribute to an awareness and understanding of these issues.

ICT

The National Curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. In each specification candidates will be required to make effective use of ICT in ways appropriate to the needs of the subject.

Tiering

In most subjects the scheme of assessment must include question papers, targeted at two tiers of grades, i.e. A* - D and C - G.

A safety net of an allowed Grade E will be provided for candidates entered for the higher tier who just fail to achieve Grade D. The questions will still be targeted at A* - D.

Citizenship

From 2002, students in England will be required to study Citizenship as a national curriculum subject. Each GCSE specification must signpost, where appropriate, opportunities for developing citizenship knowledge, skills and understanding.

1.2 **Changes to the Modern Foreign Languages Criteria**

The main changes brought in for the revised GCSE Criteria for Modern Foreign Languages for the specifications for first examination in 2003 are as follows.

- Specifications must specify topic areas which must be consistent with the requirements for the National Curriculum orders for Modern Foreign Languages. The orders no longer require the study of five areas of experience for the full course and two areas of experience for the short course;
- Specifications must include the grammar and linguistic structures as set out in the subject criteria for French, German and Spanish. For other languages the grammar and structures are expected to be comparable with what is expected for French, German and Spanish;
- For each of AO2 (Speaking) and AO4 (Writing), at least 10% of the total marks for the subject must be allocated to knowledge and accurate application of the grammar and structures of the language presented in the specification;
- The use of dictionaries will not be permitted in any external assessment.

2

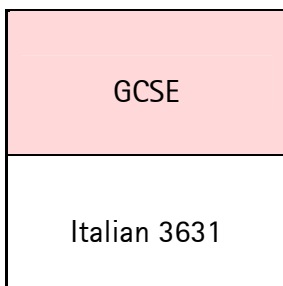
Specification at a Glance

Italian

This is the sole specification in the subject offered by AQA.

There are two tiers of assessment: Foundation (G-C) and Higher (D – A*). Candidates may be entered for either Foundation or Higher Tier in each skill.

GCSE Italian	
<p style="text-align: center;">Listening Test</p> <p>Foundation Tier 30 mins (+5 mins reading time) Non verbal and short answer questions</p> <p>Higher Tier 40 mins (+5 mins reading time) Mainly short and some longer answer questions</p>	
<p style="text-align: center;">Reading Test</p> <p>Foundation Tier 30 mins Non-verbal and short answer questions</p> <p>Higher Tier 50 mins Mainly short and some longer answer questions</p>	
EITHER	OR
<p>Writing Test</p> <p>Foundation Tier 40 mins A short list, a message and a letter</p> <p>Higher Tier 60 mins A letter and a descriptive/imaginative piece</p>	<p>Coursework</p> <p>Three pieces of work drawn from the bank of assignments in the specification.</p>
AND	
<p style="text-align: center;">Speaking Test</p> <p>Foundation Tier 8-10 mins A role play, a presentation/discussion and a general conversation</p> <p>Higher Tier 10-12 mins A role play, a presentation/discussion and a general conversation</p>	



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Availability of Assessment Units and Entry Details

3.1 Availability of Assessment Units	Examinations based on this specification are available in the June examination series only.
3.2 Entry Codes	<p>Normal entry requirements apply, but the following information should be noted.</p> <p>The Subject Code for entry to the GCSE award is 3631.</p>
3.3 Classification Codes	<p>Each specification is assigned to a national classification code, indicating the subject area to which it belongs.</p> <p>Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.</p> <p>The classification code for this specification is 5690.</p>
3.4 Private Candidates	<p>The specification is available to private candidates under certain circumstances. Private candidates should write to AQA for a copy of Supplementary Guidance for Private Candidates.</p>
3.5 Access Arrangements and Special Consideration	<p>AQA pays due regard to the provisions of the Disability Discrimination Act 1995 in its administration of this specification.</p> <p>Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.</p> <p>Further details can be found in the Joint Council for Qualifications (JCQ) document: <i>Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination GCE, AEA, VCE, GCSE, GNVQ, Entry Level & Key Skills</i> This document can be viewed via the AQA site (http://www.aqa.org.uk)</p> <p>Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.</p>
3.6 Language of Examinations	<p>All components will be provided in English. Assessment materials will not be provided in Welsh or Gaeilge.</p>

Scheme of Assessment

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Introduction

4.1 National Criteria

This GCSE Italian Specification complies with the following:

- The GCSE Subject Criteria for Modern Foreign Languages;
- The GCSE, GCE, GNVQ, and AEA Code of Practice April 2007;
- The GCSE Qualification Specific Criteria;
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

4.2 Rationale

In developing this specification to meet the needs of the revised National Curriculum, every effort has been made to build on the success of the GCSE and to maintain the philosophy of enabling candidates to show what they “know, understand and can do”.

Candidates who have followed this specification will be well prepared to use the language for practical communication and to continue with further study of the language.

All four skills are equally weighted and centres are offered a choice in the method used to assess writing skills between a written paper and coursework.

4.3 Prior level of attainment and recommended prior learning

Whilst no prior learning or level of attainment is necessary for candidates to undertake a course of study based on this specification, the specification does build on the knowledge, skills and understanding acquired by candidates following the National Curriculum programme of study for Key Stage 3, including knowledge and understanding of the language, language skills, language learning skills and cultural awareness.

4.4 Progression

This qualification is a recognised part of the National Qualifications framework. As such, GCSE provides progression from Key Stage 3 to post-16 studies.

It lays an appropriate foundation for further study of Italian or related subjects.

In addition it provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning.

Aims

A course based on this specification should encourage candidates to

- a. develop understanding of the spoken and written forms of Italian in a range of contexts;
- b. develop the ability to communicate effectively in Italian, through both the spoken and written word, using a range of vocabulary and structures;
- c. develop knowledge and understanding of the grammar of Italian, and the ability to apply it;
- d. apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity;
- e. develop knowledge and understanding of countries and communities where Italian is spoken;
- f. develop positive attitudes to Italian learning;
- g. provide a suitable foundation for further study and/or practical use of Italian.

6

Assessment Objectives

6.1 Assessment objectives

The scheme of assessment will require candidates to demonstrate their ability to:

- a. understand and respond to spoken language;
 - b. communicate in speech, showing knowledge of, and applying accurately the grammar and structures prescribed in the specification;
 - c. understand and respond to written language;
 - d. communicate in writing, showing knowledge of, and applying accurately the grammar and structures prescribed in the specification.
-

6.2 Knowledge, skills and understanding

Candidates at Foundation Tier will be required to:

- a. listen and respond to different types of spoken language;
- b. express themselves in speech using a range of vocabulary, syntax and structures;
- c. read and respond to different types of written language, including texts from ICT-based sources;
- d. express themselves in writing using a range of vocabulary, syntax and structures;
- e. understand and apply the grammar of Italian, as detailed in the specification for Foundation Tier;
- f. respond to materials from countries and communities where Italian is spoken.

In addition, candidates at Higher Tier will be required to:

- g. listen and respond to longer and more complex extracts of spoken language including some unfamiliar material;
- h. speak at greater length, using a wider range of vocabulary and more complex syntax and structures;
- i. read and respond to longer and more complex written texts and including some unfamiliar material;
- j. write at greater length, using a wider range of vocabulary and more complex syntax and structures;
- k. understand and apply the grammar of Italian, as detailed in the specification for Higher Tier.

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Scheme of Assessment

7.1 Assessment Units

The Scheme of Assessment comprises 9 components.

Candidates may be entered for **either** Foundation **or** Higher in each skill, but **not** both. Candidates may be entered for **either** the terminal writing test (Foundation or Higher) **or** coursework, but **not** both.

Foundation Listening	30 minutes
25% of the marks	35 marks

The test will be pre-recorded using native speakers. Only material which is appropriate to the spoken language will be used in the tests. Each item will be heard twice. The teacher will be required to stop the tape at appropriate points to allow the candidates time to write their answers. Candidates' comprehension will be tested by a range of question types, normally requiring responses in Italian, or non-verbally. A limited number of questions may require responses in English, where this is a necessary part of the task. Candidates will be allowed to make notes during the test. Candidates will be given 5 minutes reading time at the beginning of the test, before the tape is played, to give them time to read the questions.

The test will consist of items of varying length which will not place an undue burden on memory. Comprehension of announcements, short conversations, instructions, short news items and telephone messages will be required, together with some material which will be longer and include reference to past, present and future events and some unfamiliar language. Candidates will be expected to identify main points and extract details and points of view.

Higher Listening	40 minutes
25% of the marks	40 marks

The test will be pre-recorded using native speakers. Only material which is appropriate to the spoken language will be used in the tests. Each item will be heard twice. The teacher will be required to stop the tape at appropriate points to allow the candidates time to write their answers. Candidates' comprehension will be tested by a range of question types, normally requiring responses in Italian, or non-verbally. A limited number of questions may require responses in English, where this is a necessary part of the task. Candidates will be allowed to make notes during the test. Candidates will be given 5 minutes reading time at the beginning of the test, before the tape is played, to give them time to read the questions.

The test will contain items common to those in Foundation and also material which will include some complex, unfamiliar language in a range of registers, together with non-factual and narrative material. Candidates will be expected to understand discussion of a wide range of issues. They will also need to understand gist and detail, identify and extract main points, use context and other clues to interpret meaning, recognise opinions, attitudes and personal feelings, and to draw conclusions.

Foundation Reading	30 minutes
25% of the marks	35 marks

Only material which is appropriate to the written language will be used in the test. Candidates' comprehension will be tested by a range of question types, normally requiring responses in Italian, or non-verbally. A limited number of questions may require responses in English, where this is a necessary part of the task.

The test will consist of short items testing comprehension of instructions, public notices and advertisements together with some longer extracts from brochures, guides, letters, newspapers, magazines, books, faxes, email and websites which will include reference to past, present and future events and some unfamiliar language. A number of questions will be set on the material to test candidates' ability to identify key points and extract specific details, points of view and the main message.

Higher Reading	50 minutes
25% of the marks	45 marks

Only material which is appropriate to the written language will be used in the test. Candidates' comprehension will be tested by a range of question types, normally requiring responses in Italian, or non-verbally. A limited number of questions may require responses in English, where this is a necessary part of the task.

The test will contain items common to those in Foundation and also material which will include some complex, unfamiliar language in a range of registers, together with non-factual and imaginative material including narrative. Candidates will be expected to use their knowledge of grammar and structure in demonstrating understanding of specific points and of gist/the main message. They will also be expected to recognise opinions, attitudes, personal feelings and to draw conclusions.

Foundation Writing	40 minutes
25% of the marks	42 marks

Candidates will be required to write in Italian

- a short list or to complete a form, which demonstrates their ability to write words or phrases;
- a message or other form of communication, e.g. writing a postcard, an email, the text for a poster, which demonstrates their ability to write phrases/short sentences and substitute words and set phrases;
- a letter, formal or informal, which demonstrates their ability to write on past, present and future events, expressing their personal opinions.

Stimuli may be in Italian, visual, or English if appropriate or any combination of these. The tasks set in Questions 1 and 2 are likely to require approximately 40 words in total, in Question 3 approximately 90 words but, **provided the tasks set are completed, the number of words is not important.**

Higher Writing	60 minutes
25% of the marks	40 marks

Candidates will be required to write in Italian

- a letter, formal or informal, which demonstrates their ability to write on past, present and future events, expressing their personal opinions;
- a text which demonstrates their ability to write descriptively or imaginatively, e.g. an article, a letter, publicity material..

Stimuli may be in Italian, visual, or English if appropriate or any combination of these. Question 1 is likely to require approximately 90 words, Question 2 approximately 120 words but, **provided the tasks set are completed, the number of words is not important.**

Coursework	60 marks
25% of the marks	

Candidates will be expected to carry out a number of coursework assignments from the list contained in the specification. The assignments are not specific to either Foundation or Higher Tier. Candidates will be required to submit three of these assignments, from three different Themes. At least one of the assignments must be conducted under controlled conditions in the centre. Detailed instructions and guidance for coursework appear in the specification.

Foundation Speaking	8–10 minutes
25% of the marks	36 marks

Candidates will attend one session of between 8 and 10 minutes. This test will be conducted by the teacher, tape-recorded and marked by an AQA examiner.

The test will consist of three sections.

- **Role-playing** based on a stimulus, to be prepared by the candidate immediately before the test.
Candidates will carry out one role-playing situation (approximately 1 minute); 4 marks
- **Presentation and discussion**, both based on a stimulus provided by the candidate and prepared prior to the date of the test. Candidates will be expected to speak for between 30 and 90 seconds and to answer questions on their presentation for a further 30 to 90 seconds (up to approximately 3 minutes in total); 12 marks
- **General conversation** on 2-3 of the topic areas in the list in section 7.2. Candidates aiming at Grade C will be expected to discuss past, present and future events, involving the use of different tenses and to express personal opinions (between 4 and 6 minutes). 20 marks

The candidate will be given approximately 10 minutes preparation time, during which he/she may make notes. The notes may be taken into the examination room.

A specified period will be timetabled for the Speaking Tests, during which centres will be free to test their candidates at any time.

Detailed instructions for the teacher-examiner will be issued prior to the examination. In order that teachers may prepare for the tests, the examination material may be opened up to three working days before the examination period.

Higher Speaking	10–12 minutes
25% of the marks	40 marks

Candidates will attend one session of between 10 and 12 minutes. This test will be conducted by the teacher, tape-recorded and marked by an AQA examiner.

The test will consist of three sections.

- **Role-playing** based on a stimulus, to be prepared by the candidate immediately before the test.

Candidates will carry out one role-playing situation (approximately 1 minute); 8 marks

- **Presentation and discussion**, both based on a stimulus provided by the candidate and prepared prior to the date of the test. Candidates will be expected to speak for between 30 and 90 seconds and to answer questions on their presentation for a further 30 to 90 seconds (up to approximately 3 minutes in total); 12 marks

- **General conversation** on 2-3 of the topic areas in the list in section 7.2. Candidates aiming at Grade C or above will be expected to discuss past, present and future events, involving the use of different tenses and to express personal opinions (between 6 and 8 minutes). 20 marks

The candidate will be given approximately 10 minutes preparation time, during which he/she may make notes. The notes may be taken into the examination room.

A specified period will be timetabled for the Speaking Tests, during which centres will be free to test their candidates at any time.

Detailed instructions for the teacher-examiner will be issued prior to the examination. In order that teachers may prepare for the tests, the examination material may be opened up to three working days before the examination period.

7.2 Topics for Conversation

The conversation topics on which each candidate will be tested will be taken from the list below, at least 2 of which must be covered in the conversation.

Topic	Scope
Personal Relationships	1A Self, Family and Friends
	4A Character and Personal Relationships
	4E Social Issues, Choices and Responsibilities
Tourism	2B Tourism
	2D Holiday Activities
The Environment	1C Home and Local Environment
	4B The Environment
Leisure	1B Interests and Hobbies
	3D Leisure
	3E Shopping
Home Life	1D Daily Routine
	3A Home Life
	3B Healthy Living
Education/Work	1E School and Future Plans
	3C Part-Time Jobs and Work Experience
	4C Education
	4D Careers and Future Plans

See page 25 for the full list of the Themes and Topics.

7.3 Weighting of Assessment Objectives

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table:

Assessment Objectives	Component Weightings (%)				Overall Weighting of AOs (%)
	Listening	Reading	Speaking	*Writing/*†Course-work	
AO1 understand and respond to spoken language	25				25
AO2 communicate in speech, showing knowledge of and applying accurately the grammar and structures prescribed in the specification			25		25
AO3 understand and respond to written language		25			25
AO4 communicate in writing, showing knowledge of and applying accurately the grammar and structures prescribed in the specification				25	25
Overall Weighting of Units (%)	25	25	25	25	100

*one of the two options to be taken

†centre-assessed

Candidates' marks for each assessment unit are scaled to achieve the correct weightings.

7.4 Criteria for Assessment

Listening & Reading

The tests will be assessed according to the following criteria.

The Listening and Reading tests will consist of a number of discrete items and will be marked according to a detailed mark scheme.

The candidate's performance will be assessed according to the effectiveness with which he/she is able to carry out the tasks based on what he/she has heard or read.

Where the response is in Italian, the appropriate mark(s) will be awarded if the candidate has satisfactorily communicated his or her understanding, even though the response may contain some errors. However, marks will not be awarded where errors in spelling, punctuation and grammar lead to a failure to communicate the required information without ambiguity.

Writing

The marks will be allocated in the following way.

Foundation	Communication	Quality of Language	Total
List	2		2
Message	12	8	20
Letter	8	12	20
Total	22	20	42

Higher	Communication	Quality of Language	Total
Letter	8	12	20
Question 2	8	12	20
Total	16	24	40

The following criteria will be used.

List Question – Communication

Marks	Degree of Communication
1	1-2 words correct, without ambiguity
2	3-4 words correct, without ambiguity

Message Question – Communication

For each of the six tasks, the following criteria will be used.

Marks	Degree of Communication
0	Required message not communicated.
1	Comprehension difficult or ambiguous. Some relevant information conveyed.
2	Required message conveyed without ambiguity even if not totally correct.
6 x 2 = 12 marks	

Message Question – Quality of Language

A global mark of 8 will be awarded, according to the following criteria.

Marks	Quality of Language
0	Inaccuracy is almost always a barrier to communication.
1-2	Some of the messages are intelligible but the frequency of serious error makes communication difficult.
3-4	Several of the messages are intelligible, despite frequent error which creates ambiguity and requires effort from the reader.
5-6	Errors occur regularly but most intended messages can be understood, with hesitation but without undue difficulty.
7-8	Despite various errors, the piece is more accurate than inaccurate; intended meanings are usually clear.

Letter Question and Higher Question 2 – Communication

Marks	Degree of Communication
0	Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.
1-2	Communicates a little basic information (e.g. simple facts).
3-4	Some basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).
5-6	Communicates clearly quite a lot of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.
7-8	Communicates a lot of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.

In each band, the higher of the two marks is awarded if there is strong evidence of the criteria in that band. If the evidence is more limited, the lower mark is awarded.

Letter Question and Higher Tier Question 2 – Quality of Language

Range/Complexity	Marks	Accuracy
Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	0	There is little, if any, evidence of understanding of the most basic linguistic structures.
The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	1	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	2	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	3	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	4	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
There is a wider range of vocabulary and structure which communicates descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	5	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	6	There are hardly any major and few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

Marks will be awarded out of 6 for each of Range/Complexity and Accuracy. The marks will be added to make a total out of 12 for Quality of Language.

Speaking

The marks will be allocated in the following way.

Foundation	Communication	Spontaneity and Fluency	Quality of Language	Total
Role-play	4			4
Presentation & Discussion	4	4	4	12
Conversation	4	4	12	20
Total	12	8	16	36

Higher	Communication	Spontaneity and Fluency	Quality of Language	Total
Role-play	4		4	8
Presentation & Discussion	4	4	4	12
Conversation	4	4	12	20
Total	12	8	20	40

The following criteria will be used for the Role-playing situations.

Foundation Role-Play – Communication	
0	Required message not communicated.
1	Comprehension difficult or ambiguous. Some relevant information conveyed.
2	Required message conveyed even if not totally correct.
4 tasks x 2 = 8/2 = 4 marks	

Higher Role-Play – Communication and Quality of Language	
0	Required message not communicated.
1	Appropriate response, although inaccuracy or loss of part of the message may cause difficulty or ambiguity for comprehension. The task may not be fully accomplished, but some relevant information is communicated.
2	Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.
3	Appropriate and full response. Quality of language is such that minor errors would cause no difficulties of comprehension.
4	Appropriate and correct response. The task is accomplished fully and without significant error.
4 tasks x 4 = 16/2 = 8 marks	

The following criteria will be used for **Presentation, Discussion and General Conversation**.

Communication	
0	Nothing relevant communicated or what is said consists of individual words making no coherent sense.
1	A little relevant information is communicated. The candidate responds to some questions but replies are very brief.
2	Some messages/responses communicated, with occasional development.
3	Most of the responses communicated and developed.
4	Candidate communicates and develops all that is required with only very occasional omissions.

The marks will be scaled to the appropriate total.

Spontaneity and Fluency

0	Very hesitant and disjointed.
1	Sometimes hesitant; little natural flow of language.
2	Ready responses; some evidence of an ability to sustain a conversation; little, if any, initiative.
3	Answers without hesitation and extends responses beyond minimal requirements with some flow of language; may sometimes take the initiative.
4	Responds readily and shows some initiative; conversation sustained at a reasonable speed; language expressed fluently.

Quality of Language

Range & Complexity	Marks	Pronunciation & Accuracy
Occasional words which make little coherent sense.	0	The language used makes comprehension almost impossible.
Simple vocabulary in lists, phrases or short sentences which sometimes communicate.	1	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
Responses dependent on structures and vocabulary from stimulus but limited in breadth and variety. Some responses in simple complete sentences.	2	Pronunciation generally recognisable but with quite frequent error. Messages usually communicated but errors quite frequent.
Responses generally in simple sentences with limited vocabulary and sentence structure. There may be the occasional complex sentence. There is some evidence of a few messages going beyond a direct response to the stimulus.	3	Errors are frequent in pronunciation and structures but do not usually provide a barrier to communication. There is evidence of accurate use of basic structures in simple sentences.

Some complex sentences with a wider range of vocabulary successfully attempted. Responses go beyond the basic requirements of the stimulus, using appropriate reference to past, present and future events.	4	Errors of structure and / or pronunciation cause only occasional problems with communication. Some more complex sentences are accurately produced. Time frames are used as appropriate but not always well formed.
Wide range of vocabulary and structure used appropriately in complex responses, many of which show considerable independence of the stimulus.	5	Structures and pronunciation generally accurate causing only very occasional problems with communication. There is accurate use of a variety of tenses.
Wide ranging vocabulary and structures appropriately used in complex and extended answers.	6	Only very minor errors in structure and pronunciation. Good accent and intonation. All messages fully communicated in accurate Italian using a variety of tenses.

The marks for Presentation, Discussion and Conversation at both Foundation and Higher Tiers will be allocated and scaled as follows.

Presentation and Discussion
Communication (in Presentation and Discussion) 4 marks
Spontaneity and Fluency (in Discussion only) 4 marks
Quality of Language Range and Complexity – 6 marks Pronunciation and Accuracy – 6 marks Total – 12 marks/3 = 4 marks

General Conversation
Communication 4 marks
Spontaneity and Fluency 4 marks
Quality of Language Range and Complexity – 6 marks Pronunciation and Accuracy – 6 marks Total – 12 marks

Subject Content

8

Summary of Subject Content

Themes and Topics

The themes and topics on which the assessment material will be based

My World

Holiday Time & Travel

Work & Lifestyle

The Young Person in Society

Language Tasks

The tasks which candidates will be expected to perform, grouped according to theme and topic.

Grammar and Linguistic Structures

The grammatical structures which candidates will be expected to demonstrate, grouped by tier.

Communication Strategies

Strategies to help candidates cope with unknown words.

Vocabulary

Common words for rubrics and instructions, general vocabulary, vocabulary for Foundation Tier, grouped by theme and an alphabetical vocabulary list.

A suggested vocabulary list for Higher Tier will be included in support material.

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Themes and Topics

My World	1A Self, Family and Friends 1B Interests and Hobbies 1C Home and Local Environment 1D Daily Routine 1E School and Future Plans (up to age 18)
Holiday Time & Travel	2A Travel, Transport and Finding the Way 2B Tourism 2C Accommodation 2D Holiday Activities 2E Services
Work & Lifestyle	3A Home Life 3B Healthy Living 3C Part-Time Jobs and Work Experience 3D Leisure 3E Shopping
The Young Person in Society	4A Character and Personal Relationships 4B The Environment 4C Education 4D Careers and Future Plans (post age 18) 4E Social Issues, Choices and Responsibilities

Language Tasks

10.1 Relationship to topics

The language tasks are presented according to the themes and topics in which they may occur. It will be possible for candidates to achieve these tasks using the linguistic structures and vocabulary listed in the specification together with the communication strategies.

The tasks are not defined by tier and all tasks should be seen as available, at differing levels of fulfilment, at both Foundation and Higher. Some tasks assume situations where requirements and responses are generally predictable and use familiar language. Other tasks involve general issues and opinions which can be treated in more or less complex ways with different groups of learners and allow for differentiated levels of response from mixed ability groups. In all tasks, candidates will be expected, as they progress linguistically, to

- cope with a greater degree of unpredictability;
- deal with a widening range of potential problems;
- understand and use more accurately a widening range of vocabulary and structures, including some unfamiliar language;
- understand issues and opinions;
- discuss issues and give opinions;
- give full descriptions and accounts.

The tasks are described with respect to individual themes, (e.g. My World) and within particular topics (e.g. Daily Routine). In a given situation, individual tasks listed under a number of different topic headings may be combined. Tasks should be considered transferable, as appropriate, to any other theme or topic.

10.2 Relationship to Skills

The way in which the tasks relate to the four skills is described below.

Listening

Candidates will be expected to understand

- others performing the tasks listed;
- announcements, instructions, requests, interviews, monologues and conversations between two or more people on the topics listed.

Speaking

Candidates will be expected

- to perform the tasks listed;
- to participate in a conversation on the topics listed.

Reading

Candidates will be expected to understand

- others performing the tasks listed where these could reasonably be expected to be communicated in writing;
- written material associated with, and on the subject of, the topics listed.

Writing

Candidates will be expected

- to perform the tasks listed where these could reasonably be expected to be communicated in writing;
- to write on the subject of the topics listed.

Theme 1 – My World

11.1 1A Self, Family and Friends

Exchange information about self, family, friends and pets: name, age & birthday, nationality, likes & dislikes, physical appearance, jobs

Spell out own name, street and town

Greet someone and respond to greetings

Ask how someone is and respond to similar enquiries

Make and understand informal introductions

Welcome and receive a visitor

Thank someone for hospitality

Exchange information about gender, marital status

Exchange opinions about and feelings towards members of family

11.2 1B Interests and Hobbies

State weekend and evening activities

Understand and respond to an invitation to participate

Exchange information about hobbies and interests (when, where, with whom, how often), opinions and preferences

11.3 1C Home and Local Environment

State own address

Exchange information about own house or flat, its location, details of rooms, garage, garden: location, colour, size, contents

Exchange information about having own room or sharing.

Exchange information about travel into town and duration of journey.

Give and seek description of your/other's town, neighbourhood and region: location, character, amenities, features of interest

Make comparisons between home country and Italian-speaking country or community: towns, regions, climate and geographical features

Exchange information and opinions about where you and others live, advantages and disadvantages of the local environment

11.4 1D Daily Routine

Exchange information about daily routine on weekdays and at weekends

Exchange information and opinions about meals at school and at home

11.5 1E School and Future Plans
(up to age 18)

Make requests and understand instructions in the classroom

Exchange details about school routine, travel to and from school, extra-curricular activities

Exchange information and opinions about your school: size, location, facilities

Exchange information and opinions about school subjects, school timetables, terms and holidays

Exchange information about future plans in the coming months

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Theme 2 – Holiday Time & Travel

12.1 2A Travel, Transport and Finding the Way

Attract the attention of a passer-by

Exchange information about the location of a place and of facilities such as bus stops, toilets, platforms

Understand simple signs, announcements and notices in street, in shops, stores, supermarkets

Obtain and understand information from maps, street plans and timetables

Buy tickets, or a booklet of tickets specifying details: destination, single or return, class, day of travel

Exchange information about a journey including means of transport, directions, times of departure and arrival, cost, travel conditions, problems

12.2 2B Tourism

Ask for information about a region, town or area, including lists of hotels, restaurants

Describe weather conditions and give simple predictions

Exchange information about a holiday: where, with whom, how long, when

Exchange information and opinions about a particular holiday region, town or area, including what there is to do and see, excursions, visits

State preferences for different types of holiday

Exchange information about local customs, festivals, culinary specialities

12.3 2C Accommodation

Exchange information about the location of rooms in a house, hotel, etc. and where facilities are: restaurant, toilet, shower or bathroom, garage, lift

Exchange information about accommodation including availability, when, for how long, requirements, cost, acceptability, rules and regulations, mealtimes

Make and understand complaints about inadequate accommodation, problems with accommodation

12.4 2D Holiday Activities

Accept and decline offers of food and drink

Understand signs and announcements inside and outside restaurants and cafés

Exchange information and opinions about food, drink, cafés and restaurants, including reserving a table, ordering, paying

Make a complaint, giving reasons

Exchange information and opinions about holiday activities and interests, including tourist attractions and entertainments

12.5 2E Services

Exchange information about postal services, including sending and receiving letters, faxes, email, phone-calls

Exchange information about money transactions, including changing money and cheques

Exchange information about hiring things, such as bicycles, boats, sleeping bags: cost, conditions, location

Exchange information about a loss or theft, saying what has been lost, when and where it was lost or stolen and describing the item: what it is made of, size, colour, make, contents

Exchange information about how someone feels: well, ill, better, cold, hot, tired

Exchange information about consulting a doctor, dentist or chemist, including questions about common ailments and treatment

Exchange information about the location and basic details of an accident or breakdown, including calling the emergency services or garage

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Theme 3 – Work & Lifestyle

13.1 3A Home Life

Exchange information and opinions about meals, mealtimes and eating habits

Exchange information about what you and others in the family do to help around the house

Offer and ask for help to do something around the house

Exchange information about important festivals

13.2 3B Healthy Living

Express preferences in food and drink

Exchange information about eating habits

Understand publicity and announcements about food

Exchange information about healthy meals and how to prepare them

Exchange information about healthy and unhealthy lifestyles

Exchange opinions about radio and TV broadcasts about food and health

13.3 3C Part-time Jobs and Work Experience

Exchange information about travel to place of work: times, means of transport, duration of journey

Make a telephone call and ask to speak to someone

Leave a simple telephone message: name, telephone number, time to call back

Exchange information and opinions about weekend jobs and work experience

Give information about the availability of suitable work

Make arrangements to contact and be contacted by phone, fax or email

13.4 3D Leisure

Exchange information and opinions about TV programmes, radio, music, performers, personalities

Exchange information about leisure facilities, including times and prices

Make arrangements to go out, including invitation, location, time

Understand publicity about leisure activities and public events

Exchange opinions about leisure activities and opportunities

Exchange information and preferences about events, such as theatre, films, dances

Exchange information and opinions about sporting events including watching and participating

Narrate the main features of a book, newspaper, television or radio programme, film or play

13.5 3E Shopping

Understand signs and announcements in and around shops and advertisements about shops and shopping including opening and closing times, special offers, discounts, sales

Exchange information about particular goods, including description, price, quantity, size, availability, acceptability, payment

Exchange information and opinions about shopping facilities in a town or area

Exchange information and opinions about shopping experiences and preferences

Say you will or will not buy something, giving the reason

Make a complaint about unsatisfactory goods, giving reasons, and ask for a refund or replacement

Theme 4 – The Young Person in Society

14.1 4A Character and Personal Relationships

Exchange information and opinions about:

- your and others' character and personality
- feelings and problems arising out of personal relationships with parents or friends or adults
- personal feelings towards others
- the qualities of a good friend or relationship
- the character and personality of famous people
- issues about marriage and children
- why parents or friends hold different views

14.2 4B The Environment

Exchange information and opinions about:

- types of housing in your area
- transport issues in your area, traffic congestion, public transport
- reasons for pollution such as lack of recycling, too much packaging, overuse of energy
- issues concerning conservation such as recycling, wildlife, energy sources
- factors which might lead to an ideal environment
- simple ways to improve the environment

14.3 4C Education

Exchange information and opinions about:

- types of school, further education and training
- reasons for choices of study and training
- issues at school or college such as rules, uniform, choice of subjects, teaching
- the benefits of school
- difficulties encountered in study
- ideas for improving study and social facilities at school
- the pressure for good results and completing work and its effects on relationships and social life

14.4 4D Careers and Future Plans
(post age 18)

Exchange information and opinions about:

- plans for the time after completion of formal education
- the advantages and disadvantages of different occupations: wages, working conditions, prospects
- long-term career plans and intentions
- working abroad
- future plans relating to marriage, family, children, home, holidays
- issues relating to pressures to earn money or to study
- the advantages and disadvantages of having a break before further study
- the pressure to follow expected career or study path versus your own personal preference

14.5 4E Social Issues, Choices
and Responsibilities

Exchange information and opinions about:

- seeking a job
- Advertisements
- problems appropriate to age, experience and interests
- different family situations
- issues associated with equal opportunities: gender or race, at school or work
- issues associated with media pressure, peer pressure and parental pressure and expectations
- unemployment and the difficulties in finding a job
- problems arising from unemployment and/or financial difficulties
- issues concerning smoking, alcohol and drugs
- issues about the consequences of addictions

Grammar and Linguistic Structures

GCSE candidates will be expected to have acquired knowledge and understanding of Italian grammar during their course. In the external assessment they will be required to apply their knowledge and understanding in tasks appropriate to the tier for which they are entered, drawing from the following lists which are divided into Foundation and Higher Tier.

The examples in brackets are indicative, not exclusive. For structures marked (R), receptive knowledge only is required.

15.1 Foundation Tier

Nouns	gender singular and plural forms, including common irregulars e.g. <i>la mano, il cinema, il ciclista, la radio, la foto, gli uomini.</i>
Articles	definite, indefinite and partitive
Adjectives	Agreement Position comparative and superlative: regular (<i>più di, meno di, il più, il meno, tanto... quanto, così...come</i>) demonstrative (<i>questo, questa, queste, questi, quello/a/ queglii/ quelle</i>) indefinite: singular/plural usage (<i>ogni, qualche, alcuni</i>) possessive interrogative (<i>qual, quale, quali</i>)
Adverbs	comparative and superlative: regular (<i>più di, meno di, il più, il meno</i>) interrogative (<i>come, quando</i>)
Quantifiers	common expressions of quantity (<i>abbastanza, molto, poco, troppo, tanto, quanto, un po', mezzo, quarto</i>)
Pronouns	Subject Reflexive possessive: (<i>il mio etc.</i>) relative: <i>che</i> , relative: <i>cui</i> (R) object: direct (R) and indirect (R) direct and indirect object after an infinitive or gerund (R) disjunctive/emphatic (R) after <i>ecco</i> demonstrative (<i>questo, quello</i>) indefinite (e.g. <i>uno, qualcuno, qualcosa, nessuno, niente</i>) interrogative (e.g. <i>chi, che, cosa, che cosa, quanto/a, quanti/e</i>) <i>c'è, ci sono</i> <i>ci/vi, ne</i> (R)

Verbs	regular and irregular forms of verbs, including reflexive verbs all persons of the verb, singular and plural modes of address: <i>tu, Lei, voi</i> verbs followed by an infinitive without a preposition verbs followed by an infinitive with a preposition (R) tenses: present perfect with <i>avere, essere</i> + agreement imperfect: <i>avere, essere</i> and <i>fare</i> other common verbs in the imperfect tense (R) future conditional: <i>volere, piacere</i> and <i>potere</i> pluperfect (R) passive voice (R) imperative (R) gerund (R) progressive construction with <i>stare</i> + gerund (R) infinitive negatives
Prepositions	as listed in the Foundation vocabulary list contracted forms of preposition + definite article (<i>a, da, di, in, su</i>) contracted forms of preposition + definite article after common prepositional phrases (e.g. <i>vicino alla finestra</i>)
Conjunctions	co-ordinating and subordinating (most common e.g. <i>e, ma, quando, perché</i>)
Number, quantity, dates and time	all cardinal numbers <i>il primo/ secondo/ terzo/ quarto</i> remaining ordinal numbers (R) dates, time, days of the week use of <i>da</i> with present tense

15.2 Higher Tier

All grammar and structures listed for Foundation Tier, plus:

Nouns	less common irregulars (e.g. <i>il dito/ le dita, il poeta</i>)
Adjectives	common irregular comparative and superlative, including <i>il migliore, il peggiore</i> use of <i>quello</i> before a noun
Adverbs	common irregular comparative and superlative, including <i>migliore, peggio</i>
Pronouns	<i>ci, vi, ne</i> relative: <i>cui</i> object, direct and indirect, combination of direct & indirect position and order of object pronouns disjunctive/emphatic indefinite: <i>parecchi, ciascuno, ognuno</i>

Pronouns	dependent infinitives (<i>fare riparare</i>) (R) tenses: imperfect pluperfect conditional (R) past definite (R) passive voice perfect infinitive (e.g. <i>dopo aver studiato...</i>) use of gerund with present tense of <i>stare</i> use of gerund with imperfect tense of <i>stare</i> subjunctive mood: in commonly used expressions (R) common verbs + preposition + infinitive (e.g. <i>finisco di studiare..</i>)
Number, quantity and time	all ordinal numbers all expressions of quantity (e.g. <i>assai, metà</i>) use of <i>da</i> with imperfect tense

Communication Strategies

Candidates cannot be expected to have met and mastered all the linguistic elements they will meet when reading and listening to authentic Italian. This leads to the need to develop communication strategies that can be used to cope successfully with some unfamiliar words without having to refer to a dictionary. There are two main types of strategy: those that relate to understanding (reading and listening) and those that relate to production (speaking and writing).

These strategies will greatly increase the candidate's ability to cope when they meet, or need to use language which they have not previously met or have forgotten.

16.1 Strategies for Understanding

a Ignoring words which are not necessary for a successful completion of the task set

Many tasks contain words which are not essential for an understanding of the main points of the text. Students should learn to only look for the information they need to answer questions and to complete tasks.

b Using the visual and verbal context

The student can find many clues as to the purpose and content of a text from the layout, title(s) and any related pictures. In addition they can infer the meaning from a verbal context. A student who does not know a word can, with some appropriate practice, be expected to understand it in the context.

c Making use of grammatical markers and categories

Students should learn when reading or listening to use such clues as the plural forms of nouns, adjectives or verbs and the formation of tenses, in order to help them decide to which category (verb, noun, adjective etc.) an unknown word belongs.

d Making use of the social and cultural context

Good use can be made of the social and cultural context of a passage e.g. a description of the New Year festivities in Italy.

e Using common patterns within Italian

Students should be able to recognise familiar patterns which link nouns and adjectives and verbs and nouns, e.g. the verb **creare** and the noun **creazione**.

f Using common patterns between Italian and English

There are thousands of words in Italian, which can be easily understood without the use of a dictionary, but with the application of a few simple strategies.

Nouns

- 1 Using cognates and near cognates.
Some nouns ending in **-a** or **-o** are spelt the same in both Italian and English, although the pronunciation differs :
e.g. **area, aroma, idea, cinema**
contralto, manifesto, radio
- 2 Abstract nouns ending in **-ty** in English end in **-tà** in Italian
e.g. ability - **abilità**, quality- **qualità**
- 3 Nouns ending in **-ion** in English end in **-ione** in Italian
e.g. creation – **creazione**, confusion- **confusione**, decision – **decisione**
- 4 Nouns ending in **-nce** and **-ncy** in English end in **-nza** in Italian
e.g. ambulance – **ambulanza**, emergency - **emergenza**

Nouns and Adjectives

- 5 Nouns and adjectives ending in **-id** in English end in **-ido** in Italian
e.g. acid - **acido**, invalid – **invalido**
- 6 Nouns and adjectives ending in **-ive** in English end in **-ivo** in Italian
e.g. native - **nativo**, positive – **positivo**
7. Nouns and adjectives ending in **-ry** preceded by a vowel in English end in **-rio** Italian
e.g. Anniversary – **anniversario**, ordinary – **ordinario**
- 8 Nouns and adjectives ending in **-al** in English end in **-ale** in Italian
e.g. animal – **animale**, central – **centrale**
- 9 Nouns and adjectives ending in **-te** after a vowel in English end in **-to** in Italian
e.g. Certificate – **certificato**, moderate – **moderato**
- 10 Nouns and adjectives ending in **-or** in English end in **-ore** in Italian
e.g. motor – **motore**, editor – **editore**
- 11 Nouns and adjectives ending in **-nt** in English end in **-nte** in Italian
e.g. elephant – **elefante**, elegant – **elegante**

Adjectives

- 12 Adjectives ending in **-ble** in English end in **-bile** in Italian
e.g. incredible – **incredibile**, adorable - **adorabile**
- 13 Adjectives ending in **-ic** in English end in **-ico** in Italian
e.g. aromatic – **aromatico**, scientific - **scientifico**

Verbs

- 14 Verbs ending in -ate in English end in **-are** in Italian
e.g. communicate – **comunicare**, celebrate - **celebrare**
- 15 Verbs ending in -ise/ize or -yse/zye in English end in **-izzare** in Italian
e.g. organise/organize - **organizzare**, paralyse/paralyze – **paralizzare**
- 16 Verbs ending in -e (other than -ate and -ize) in English end in **-are** in Italian
e.g. adore – **adorare**, cause – **causare**
- 17 Verbs ending in -ify in English end in **-ificare** in Italian
e.g. notify – **notificare**, clarify - **chiarificare**
- 18 Verbs ending in two consonants in English end in **-are** in Italian
e.g. confess – **confessare**, calm – **calmare**

16.2 Spelling Changes

Other spelling changes can be noticed when we change English to Italian.

-bs- in English change to **-ss-** in Italian when followed by a vowel

e.g. absurd – **assurdo**, absent - **assente**

-bs- in English changes to **-s-** in Italian when followed by a consonant

e.g. abstain – **astenersi**, abstract - **astratto**

-dv- in English changes to **-vv-** in Italian

e.g. adversary – **avversario**, advocate - **avvocato**

-dm- in English changes to **-mm-** in Italian

e.g. administration - **amministrazione**, admirable - **ammirabile**

-ct- and -pt- in English change to **-tt-** in Italian

e.g. October – **ottobre**, actor - **attore**, active - **attivo**

-ph- in English changes to **-f-** in Italian

e.g. telephone – **telefono**, photo - **foto**

-y- in English change to **-i-** in Italian except at the end of a word

e.g. style - **stile**, stupidity - **stupidità**

-y- in English at the end of a word often changes to **-ia-** in Italian

e.g. geography – **geografia**, pharmacy - **farmacia**

-h- is not used in Italian except to maintain a hard **-c** or **-g** sound.

e.g. theatre – **teatro**, character - **carattere**

chemical – **chimico**, ghetto - **ghetto**

16.3 Strategies for Production

It will be possible to complete the Writing and Speaking Foundation level tests based on this syllabus using only the language which the specification indicates. However the candidate may find the following strategies helpful, particularly at Higher Tier:

- Using a word which refers to a similar item;
- Description of physical properties of the item;
- Requests for assistance;
- Simplification;
- Paraphrase;
- Reference to specific features;
- Reference to the function of an object.

Vocabulary

Candidates will be expected to understand words which have the same or very similar form in the language as in English, provided that such words have essentially the same meaning in both languages.

Candidates will be expected to be familiar with feminine forms of nouns/adjectives where these are not given.

The minimum core Vocabulary List for Foundation Tier is primarily intended as a guide for teachers to assist in planning of schemes of work.

The assessment tasks at Foundation Tier will be based on the minimum core Vocabulary List, but candidates should also expect to encounter some unfamiliar vocabulary.

The Vocabulary List consists of the following components.

- Rubrics and instructions;
- General vocabulary;
- Vocabulary by Themes;
- Alphabetical vocabulary.

17.1 Rubrics and Instructions

Rubrics and instructions will normally be drawn from the following list.

The first word indicates the key element of the rubric. The word(s) in brackets are examples of what might follow this key element.

A che ora	(parte, arriva, torna)
Abbina	(i simboli con la parola giusta, ogni descrizione alla foto giusta, ogni frase al paragrafo giusto/ al disegno giusto)
Ascolta	(attentamente, l'intervista)
Bisogna	(annotare i dettagli)
Che	(sbaglio, problema, tempo, tipo di ..., lavoro fa...)
Che cosa	(fa, cerca, piace a..., ha dimenticato, ha fatto, ha visto, è successo)
Chi	(è, sono, parla, ha fame, ha sete)
Come	(si scrive, com'è ...)
Completa	(la tabella, la frase seguente, le frasi, i dettagli, il profilo, la seguente lettera)
Correggi	(le affermazioni false)
Cosa	(ha, pensi..., gli/le piace)
Cosa significa	(la parola ..., lo slogan)
Descrivi	(la scena)
Di che cosa	(si tratta l'articolo)
Dove	(sono, lavora, si incontrano, dove devi andare se..., dov'è ..., dove è andato/a...)

Guarda	(la foto, la pianta, la mappa, la carta, la piantina)
In che giorno	(fanno la partita)
Indica	(sulla carta ..., nelle caselle se le affermazioni sono vere, false o non sono indicate/non si sa)
Leggi	(attentamente, l'articolo, quest'articolo, questo fumetto)
Metti in ordine	(i disegni, le frasi)
Perché	(è ..., sono ...)
Quale	(quali ..., qual è ..., quali sono ...)
Quali	(delle seguenti affermazioni sono positive o negative?)
Quando	(arriva, parte, era)
Quanto	(costa ..., ha pagato..., quanta ..., quanti ..., quante ...)
Riempi	(la tabella)
Rispondi	(alla domanda/alle domande)
Scegli	(una persona, una foto)
Scrivi	(la lettera giusta nella casella, le lettere giuste nelle caselle, i dettagli)
Secondo	(....., me, te, l'articolo)
Segna	(una casella, con una X, con il numero indicato accanto)
Sottolinea	(una parola, una frase)
Spiega	(perché ...)
Trovi	(questo biglietto, questa pubblicità)
Trova	(sulla pianta/mappa, il simbolo)
Vedi	(questo biglietto, questa pubblicità)

17.2 General Vocabulary List

Candidates will be expected to use and understand the general vocabulary listed below. The vocabulary is not restricted to specific settings and can occur in any of the topic areas listed in the specification.

A The Alphabet

The Italian Alphabet:

A,B,C,D,E,F,G,H,I,L,M,N,O,P,
Q,R,S,T,
U,V,Z

The additional letters:

J,K,W,X,Y

B The Numbers

a) All cardinal numbers:

uno

due

tre

quattro

cinque

sei

sette

otto

nove

dieci

undici

dodici

treddici

quattordici

quindici

sedici

diciassette

diciotto

diciannove

venti

ventuno

ventidue

ventitré

ventiquattro

venticinque

ventisei

ventisette

ventotto

ventinove

trenta

quaranta

cinquanta

sessanta

settanta

ottanta

novanta

cento

duecento

trecento

mille

duemila

tremila

un milione

(x) milioni

un miliardo

(x) miliardi

b) All ordinal numbers:

il primo

il secondo

il terzo

il quarto

il quinto

il sesto
 il settimo
 il sesto
 il
 l'ottavo
 il nono
 il decimo
 l'undicesimo
 il dodicesimo
 il tredicesimo
 il ventesimo
 il trentesimo
 l'ottantesimo

c) Other expressions:

una decina
 una dozzina
 un numero
 un paio
 una trentina
 una ventina

C The 2 important verbs:

avere
 essere

D Articles

a) Definite articles

il, i
 lo, gli
 l', gli
 la, le
 l', le

b) Indefinite articles

un, dei
 uno, degli
 una, delle
 un', delle

E Personal Pronouns

a) Subject pronouns

io
 tu
 lui
 lei
 Lei/lei
 noi
 voi
 loro

b) Reflexive pronouns

mi
 ti
 si
 ci
 vi
 si

c) Direct object pronouns

mi
 ti
 lo
 la
 La/la
 ci
 vi
 li
 le

d) Indirect object pronouns

mi
 ti
 gli
 le
 Le/le
 ci
 vi
 loro/gli

e) Combined forms

melo/la/li/le/ne
 telo/la/li/le/ne
 glie lo/la/li/le/ne
 ce lo/la/li/le/ne
 velo/la/li/le/ne

f) Possessive

il mio/la mia/i miei/le mie
 il tuo/la tua/i tuoi/le tue
 il suo/la sua/i suoi/le sue
 il nostro/la nostra/i nostri/le nostre
 il vostro/ la vostra/i vostri/le vostre
 il loro/la loro/i loro/le loro

g) Relative

che
 cui
 il quale/la quale
 chi

h) Indefinite

ogni
 qualche
 qualcosa
 qualcuno
 qualsiasi
 qualunque

i) Demonstrative adjectives

questo/a/i/e
 quello/quegli
 quel/quella/quei/quelle
 quell', quell', quegli, quelle
 ecco

F Asking Questions

a) Question words

che (cosa)?
 chi?
 come?
 cosa?
 dove?
 perché?
 quale?
 quando?
 quanto/a/i/e?

b) Common questions

A che ora...?
 Che data è?
 Che giorno è?
 Che ora è?
 Che ore sono?
 Da quanto tempo...?
 Di che colore è?
 Dov'è...?
 Quanti ne abbiamo?
 Quanto tempo.....?

G Greetings

arrivederci
 augurare
 auguri!
 benvenuto/a
 buon anno!
 buon appetito!
 buon compleanno!
 buon viaggio!
 buona fortuna!
 buona notte!
 buona sera!
 buone vacanze!

buongiorno
 ciao
 come stai?
 come va?
 congratulazioni!
 grazie
 in bocca al lupo!
 per favore
 per fortuna
 per piacere
 no
 sì
 Scusi/Scusa!

H Expressions of Time

a) Days of the week

(il) lunedì
 (il) martedì
 (il) mercoledì
 (il) giovedì
 (il) venerdì
 (il) sabato
 (la) domenica

b) The seasons

la primavera
 l'estate (f)
 l'autunno (m)
 l'inverno (m)

c) The year

gennaio
 febbraio
 marzo
 aprile
 maggio
 giugno
 luglio
 agosto
 settembre
 ottobre
 novembre
 dicembre

d) The Festivals

Ascensione
 la befana
 Capodanno
 Carnevale
 Epifania
 le ferie
 Ferragosto

Natale
 Ognissanti
 Pasqua

e) The Clock

Numbers 1-60 +
 avanti di (x) minuti
 in punto
 indietro di (x) minuti
 meno
 mezzanotte
 mezzo/a
 mezzogiorno
 un minuto
 un'ora (f)
 preciso
 un quarto
 un secondo

f) Other Time expressions

ad un tratto
 adesso
 al momento
 alla fine
 all'inizio
 allo stesso tempo
 allora
 all'ora
 altro ieri
 anno
 appena
 ci vuole ..(molto tempo)
 da...a
 da...in poi
 data
 davvero
 di colpo
 di quando in quando
 di solito
 domani
 dopo
 dopodomani
 durante
 durare
 (x anni)... fa
 finalmente
 fine
 il/la finesettimana
 fino a/da
 fra poco
 già

il giorno
 il giorno dopo
 l'ieri (m)
 l'ieri l'altro (m)
 improvvisamente
 in
 l'indomani (m)
 lentamente
 lento
 la mattina
 mese
 il momento
 nel frattempo
 la notte
 oggi
 ogni (x) giorni
 ogni giorno
 ogni tanto
 ora (now)
 per
 poi
 il pomeriggio
 presto
 prima
 prossimo
 qualche volta
 quasi
 quotidiano
 rapido
 raramente
 recentemente
 scorso
 il secolo
 sempre
 la sera
 settimana
 solamente
 solo
 soltanto
 spesso
 stagione
 stamattina
 stanotte
 stasera
 subito
 tanto
 tardi
 tra poco
 tutti (i giorni)
 ultimo
 una volta (all'anno)
 veloce

il weekend

I Location and distance

a
a destra
a due passi
a sinistra
accanto a
avanti
il centro
il chilometro
con
contro
da
da ogni parte
da qualche parte
da questa parte
da tutte le parti
dall'altra parte
dappertutto
davanti a
dentro
destra
di fronte a
dietro
diritto/dritto
dove, dov'è
essere situato
l'est (m)
fino a
fra
fuori (di)
giù (per)
in cima a
in fondo a
in mezzo a
in nessun luogo
in ogni luogo
in periferia
in qualche posto
in qualsiasi luogo
intorno a
là, lì
laggiù
lontano da
il luogo
meridionale
nei dintorni di
il nord
occidentale
orientale
l'ovest (m)

il posto
qua, qui
setentrionale
sinistra
sopra
sotto
stare
su
il sud
trovarsi
verso
vicino a

J Colour

arancione
azzurro
bianco/a/hi/he
biondo
blu (inv)
bruno
castano
celeste
chiaro
giallo
grigio
marrone
nero
rosa (inv)
rosso
scuro
verde
viola (inv)

K Weights and measures

abbastanza
alto
altro
ancora
avere (x) metri di larghezza
avere (x) metri di lunghezza
basso
basta
il centimetro
che taglia ha
il chilogrammo/chilo
circa
come (like)
la dimensione
l'etto (m)
la fetta
il grammo
grande

grasso
grosso
largo
largo (x) metri
il litro
la metà
il metro
mezzo
la misura
misurare
molto
niente
nulla
il pacchetto
il pezzo
piccolo
un quarto
la scatola
sottile
stretto
troppo
tutto

L Shape

di forma
quadrato
rettangolare
rotondo
triangolare

M Temperature

fare
caldo
freddo
fresco
grado
la temperatura

N Quality

bene
bravo
buono
cattivo
eccellente
fantastico
meglio
molto
ottimo
peggio
utile
inutile

O Access

aperto
chiuso
completo
divieto
l'entrata libera (f)
libero
occupato
vietato

P Correctness

aver ragione
aver torto
corretto
errore
esatto
falso
giusto
non è indicato
non si sa
sbagliato
vero

Q Materials

l'argento (m)
la carta
il cotone
il cuoio
il ferro
la lana
il legno
il metallo
l'oro (m)
la pelle
la plastica
la seta
il vetro

R Conjunctions

anche
anche se
come se
dunque
e/ed
forse
ma

mentre
o (...o)
per caso
perché
perciò
però
poiché
purtroppo
quando
quindi
se
sia...sia

S Prepositions

con
entro
fra
per
ra

Combined forms of:

a
da
su
di
in

T Negatives

non
non...alcuno/a
non ancora
non...che
neanche
nonostante
non...mai
mai
non ...né...né
non...niente
non...nessuno
non...nullo
non... più
non solo...ma anche

U Comparisons

Comparatives and Superlatives
of adjectives/adverbs in Vocab.
list +

così...come
differente
dissimile
diverso
inferiore
maggiore
massimo
meglio
meno
migliore
minimo
minore
ottimo
peggio
peggiore
pessimo
più
poco
simile
stesso
superiore
tanto...quanto
uguale a
vario

V Common Abbreviations

all.	enclosed
C.A.P.	Postcode
Dott.	Doctor
F.S.	State Railways
I.V.A.	VAT
£ / L.it	Italian lire
£ / L.st	Pounds sterling
mitt.	sender
P.T	Post & Telegraph
P.za	Piazza
Prof.	Professor, teacher
Prof.ssa	Professor, teacher (f)
S.I.P.	Italian Telephone Service
Sig.	Mr
Sig.na	Miss
Sig.ra	Mrs
V.	Street

17.3 Vocabulary by Themes

Vocabulary listed under a particular topic should be considered transferable, as appropriate, to any other topic.

THEME 1 – MY WORLD**1A SELF, FAMILY & FRIENDS****a) Identification & Introductions**

avere ... anni
la carta d'identità
chiamare
chiamarsi
il cognome
il compleanno
conoscere
la data (di nascita)
il documento
essere nato
l'età (inv) (f)
la firma
firmare
l'indirizzo (m)
il luogo (di nascita)
nato
la nazionalità (inv)
il nome
il passaporto
il pensionato
piacere (... a)
scrivere
la signora
il signore
la signorina

b) Marital status

celibe
divorziare
divorziato/a
fidanzarsi
il/la fidanzato/a
fidanzato/a
nascere
sposarsi
sposato/a

c) Family members

il babbo
il/la cugino/a
la famiglia
il/la figlio/a
il fratello

il/la gemello/a
il genitore
la madre
la mamma
il marito
la moglie
il/la nipote
il/la nonno/a
il padre
il papà
il/la parente
la sorella
la zia
lo zio

d) Pets

l'animale (m) (domestico)
il canarino
il cane
il cavallo
il coniglio
il criceto
il gatto
il pesce (rosso)
il porcellino d'India
l'uccello

e) Physical appearance

alto
i baffi
il/la bambino/a
barba
basso
bello
la bocca
bruno
brutto
i capelli
la donna
elegante
la faccia
il/la giovane
giovane
grande
grasso
grosso
liscio
lungo

magro
medio
il naso
gli occhiali
l'occhio (m)
l'orecchio (m)
piccolo
portare
proprio
il/la ragazzo/a
i ricci
l'uomo (m) gli uomini (m pl)
vecchio

f) Character

allegro
amare
amichevole
andare a trovare
andare d'accordo
antipatico
anziano
arrabbiato
attivo
bravo
il carattere
carino
caro
cattivo
contento
divertente
famoso
felice
forte
gentile
in pensione
intelligente
interessante
nervoso
noioso
normale
pigro
ricco
serio
simpatico
sorriso
sportivo
stupido

timido
 tipo
 tranquillo
 triste
 vivace

1B INTERESTS AND HOBBIES

andare a cavallo
 cartone animato
 centro commerciale
 centro sportivo
 la chitarra
 il cinema (inv)
 collezionare
 la collezione
 la commedia
 il computer (inv)
 il concerto
 correre
 il corso
 il cricket (inv)
 la disco(teca)
 il divertimento
 divertirsi
 essere tifoso di
 fare collezione di
 fare un gol
 fare una passeggiata
 il film d'amore
 d'avventura
 di fantascienza
 d'orrore
 la fotografia / foto
 la galleria d'arte
 gettare
 giocare
 il giocatore
 il giocattolo
 il gioco
 la gita
 il gruppo
 guardare (to watch)
 l'hockey (inv) (m)
 l'incontro (m)
 interessarsi a
 l'intervallo (m)
 leggere
 la macchina fotografica
 il membro
 la musica (classica/folk)
 la musica (pop/rock)

nuotare
 il nuoto
 odiare
 la palestra
 la palla
 la pallacanestro
 il pallone
 la partita
 il passatempo
 il passato
 passeggiare
 pattinare
 pesante
 un piacere
 la piscina
 preferire
 il programma (inv)
 restare
 ricevere
 ridere
 romantico
 il rugby
 gli scacchi
 lo spettacolo
 la squadra
 lo stadio
 lo strumento
 suonare
 il suono
 il tempo libero
 il tennis (inv)

1C HOME AND LOCAL ENVIRONMENT

a) House & home

accendere
 accomodarsi
 affittare
 l'affitto (m)
 l'appartamento (m)
 l'armadio (m)
 il bagno
 bussare
 la camera (da letto)
 la carta igienica
 la casa
 il cassetto
 il C.D.
 il cellulare
 la chiave
 comodo

il congelatore
 la coperta
 il corridoio
 la cucina
 la cucina elettrica/
 la cucina a gas
 il cuscino
 dentro
 il divano
 la doccia
 dormire
 elettrico
 entrare
 l'entrata (f)
 fare
 fare il bagno/la doccia
 la finestra
 il frigorifero
 il gabinetto
 il garage
 il giardino
 la lampada/ina
 il lavandino
 la lavatrice
 il lenzuolo
 il letto
 moderno
 il mobile
 mettere
 il muro
 nuovo
 la padella
 la parete
 la pentola
 il piano
 il pianoforte
 il pianterreno
 il piatto
 la poltrona
 la porta
 il quadro
 la sala da pranzo
 salire
 il salotto
 la scala
 scendere
 sedersi
 la sedia
 la soffitta
 il soggiorno
 il sogno
 spazioso

lo specchio
 la stanza
 lo stereo
 il tappeto
 la tavola
 il tavolo
 la tazza
 telefonare
 il telefonino
 il telefono
 il televisore
 la tenda
 il tetto
 la toilette (inv)
 la tovaglia
 il tovagliolo
 il vaso
 il video (registratore)

b) Local environment

l'abitante (m/f)
 abitare
 l'albero (m)
 antico
 l'aria (f) (aperta)
 la banca
 il bar (inv)
 la biblioteca
 il bosco
 buttare
 la campagna
 la capitale
 il cartello
 il castello
 la cattedrale
 la chiesa
 la città
 il codice postale
 la collina
 il duomo
 duro
 l'edicola (f)
 l'edificio (m)
 l'erba (f)
 la fabbrica
 la fattoria
 la fermata (dell'autobus)
 la festa
 la fiera
 il fiore
 il fiume
 la foglia

la fontana
 la foresta
 importante
 l'industria (f)
 industriale
 l'informazione (f)
 l'isola (f)
 il lago
 leggero
 la luce
 la macchina (car)
 la mappa
 il marciapiede
 il mercato
 la metropolitana
 la montagna
 il monumento
 mostrare
 il municipio
 il museo
 la natura
 il negozio
 il numero (di telefono)
 il paesaggio
 il paese (village)
 il Paese (country)
 il palazzo
 il parcheggio
 il parco
 la parte
 il passaggio pedonale
 la periferia
 la pianta/ina
 la piazza
 il ponte
 il porto
 la posta
 il poster
 il prato
 privato
 la provincia
 il quartiere
 recarsi
 la regione
 il semaforo
 storico
 lo svantaggio
 il tassì/taxi
 il teatro
 la terra
 tornare
 la torre

il traffico
 il tram (inv)
 trovarsi
 l'ufficio postale (m)
 l'ufficio turistico (m)
 il vantaggio
 la villa
 il villaggio
 la vita
 vivere

1D DAILY ROUTINE

aiutare
 alzarsi
 cambiarsi
 fare la doccia
 lavare/lavarsi
 la mensa
 l'ora di pranzo/cena
 l'orologio
 pranzare
 il pranzo
 spegnere
 svegliarsi
 vestirsi

1E SCHOOL AND FUTURE PLANS (UP TO AGE 18)

a) School buildings and surroundings

l'aula (f)
 il campo sportivo
 il refettorio
 la sala dei professori
 la scuola (mista)

b) People in the school

il direttore
 la direttrice
 l'insegnante (m/f)
 il/la maestro/a
 il/la preside
 il/la professore/ssa
 lo/la studente/ssa

c) Items in the classroom

il banco
 la calcolatrice
 la carta
 dimenticare

il gesso
la gomma
la lavagna
il libro (di testo)
la matita
la penna
perdere
il quaderno
il registratore
la riga
il vocabolario
lo zaino

d) School instructions

aprire
ascoltare
assente
chiudere
la classe
guardare
imparare
l'orario (m)
la pagina
parlare
la parola
permesso
presente
ripetere
la risposta
scrivere
il silenzio
tacere
trovare

e) School subjects

l'arte (f)
la biologia
la chimica
il disegno
l'economia (f)
l'educazione (f) fisica
la fisica
il francese
la geografia
la ginnastica
il greco
l'informatica (f)
l'inglese (m)
l'italiano (m)
il latino
la letteratura
la lettura
la lezione
la lingua
le lingue straniere
la matematica
la materia
la musica
la religione
il russo
la scienza
lo spagnolo
lo sport
la storia
il tedesco

f) School activities

cominciare
il compito
i compiti
dare un esame

dire
la domanda
domandare
l'esame (m)
l'esempio (m)
fare i compiti
finire
la frase
frequentare
giocare
insegnare
l'istruzione (f)
passare un esame
prendere un bel/brutto voto
il problema
la ricreazione
studiare
lo studio
il tema
il voto

g) Travel to school

a piedi
l'autobus (inv) (m)
la bicicletta
camminare
la metropolitana

h) Opinions

difficile
facile
preferire
preferito
il risultato
severo
+ see 3B

THEME 2 – HOLIDAY TIME & TRAVEL

2A TRAVEL, TRANSPORT AND FINDING THE WAY

alt
arrivare
l'arrivo (m)
attraversare
l'autista (m/f)
l'autonoleggio (m)
l'autostrada (f)
avanti
il battello
la benzina

il biglietto di andata (e ritorno)
il binario
il blocchetto di biglietti
il buffet (inv)
cambiare
il camion (inv)
la carta stradale
il casco
cercare
il ciclomotore
la cintura di sicurezza
la classe (prima/seconda)

la coincidenza
continuare (... a)
controllare
costare
il deposito bagagli
il direttissimo
diretto
la distanza
l'espresso (m) (express train)
fumare
il fumatore

guasto
 la guida
 guidare
 l'impiegato/a (m/f)
 in orario
 in ritardo
 l'incrocio (m)
 indietro
 la linea
 locale
 metterci
 la motocicletta / moto
 il motore
 noleggiare
 parcheggiare
 la partenza
 partire
 il passeggero
 la patente
 prenotare
 la prenotazione
 il pullman
 rallentare
 il rapido (fast train)
 il ritorno
 la sala d'aspetto
 il segnale
 seguire
 il semaforo
 senso unico
 senza piombo
 spiegare
 la stazione
 la strada
 lo straniero
 straniero
 il supplemento
 la tessera
 il traghetto
 la traversata
 il treno
 l'uscita (f)
 veloce
 verificare
 la vettura ristorante
 la via
 viaggiare
 il viaggiatore
 il viaggio
 + see 1C

2B TOURISM

a) Countries, nationalities

l'Africa (f)
 l'africano/a (m/f)
 l'America (f)
 l'americano/a (m/f)
 l'Austria (f)
 l'austriaco/a (m/f)
 il/la belga
 il Belgio (m)
 Bologna
 l'Europa (f)
 l'europeo/a (m/f)
 Firenze
 il/la francese
 la Francia
 il Galles
 il/la gallese
 la Germania
 la Gran Bretagna
 l'inglese (m/f)
 l'Inghilterra (f)
 l'Irlanda (f)
 l'irlandese (m/f)
 l'Italia
 l'italiano/a (m/f)
 Napoli
 l'Olanda (f)
 l'olandese (m/f)
 il Regno Unito
 Roma
 la Russia
 il/la russo/a
 la Sardegna
 il/la sardo/a
 la Scozia
 il/la scozzese (m/f)
 la Sicilia
 il/la siciliano/a
 la Spagna
 lo/la spagnolo/a
 gli Stati Uniti
 la Svizzera
 lo/la svizzero/a
 il/la tedesco/a
 Venezia

b) Travelling abroad

andare all'estero
 la costa
 la differenza

durare
 l'estero
 fare un giro
 fare una gita
 la fotografia / foto
 il giro
 incluso
 il lato
 Londra
 la Manica
 il mondo
 la pista
 la sedia a sdraio
 la tenda (tent)
 il/la turista
 turistico
 visitare
 la vista

c) Weather

asciutto
 bagnato
 il bollettino meteorologico
 il cielo
 il clima
 coperto
 fare bel/brutto tempo
 fare caldo/freddo
 fare una fotografia
 gelare
 il gelo
 il ghiaccio
 il grado
 il lampo
 il mare
 mosso
 la nebbia
 la neve
 nevicare
 il nuvoloso
 nuvoloso
 l'ombra (f)
 la pioggia
 piovere
 le previsioni del tempo
 sereno
 il sole
 la temperatura
 il tempo
 il temporale
 il tuono
 il vento

2C ACCOMMODATION

l'albergo (m)
 l'aria (f) condizionata
 l'asciugamano (m)
 il bagaglio
 il bagno
 il balcone
 la camera a due letti
 la camera doppia
 la camera matrimoniale
 la camera singola
 il campeggio
 compreso
 il dentifricio
 desiderare
 disponibile
 la doccia
 doppio
 funzionare
 la mezza pensione
 la notte
 l'ostello (m) per la gioventù
 la pensione
 la pensione completa
 la prima colazione
 la valigia
 la vista sul mare

2D HOLIDAY ACTIVITIES

a) On holiday

l'aereo (m)
 l'aeroporto (m)
 andare in vacanza
 l'aria (f)
 all'aria aperta
 il balcone
 ballare
 il ballo
 la biglietteria
 il biglietto intero/ridotto
 il calcio
 la crema solare
 d'accordo
 di nuovo
 la dogana
 fare il bagno
 fare un giro
 fare una fotografia
 fare una gita
 feriale

festivo
 il mal di mare
 il mare
 la nave
 l'ombrello (m)
 l'ombrellone (m)
 l'opera (f)
 prendere il sole
 il progetto
 ricordare
 il ricordo
 rimanere
 la roulotte (inv)
 il sapone
 gli scarponi da sci
 lo sci (inv)
 sciare
 il soggiorno (a stay)
 spendere
 sperare
 la spiaggia
 lo sport invernale
 il tavolo a vela
 trascorrere
 l'ufficio (m) informazioni
 la vacanza
 veramente
 volentieri
 lo zoo

b) Dining out

l'antipasto (m)
 la bibita
 compreso
 consigliare
 il consiglio
 il contorno
 il menù (turistico)
 misto
 nient'altro
 ordinare
 passare
 il piatto del giorno
 la pizzeria
 il primo piatto
 il secondo piatto
 il servizio
 la specialità (della casa)
 + see 3B

2E SERVICES

a) At the Post Office

la buca delle lettere
 la busta
 la cabina telefonica
 la carta telefonica
 la cartolina
 l'e-mail (m)
 l'elenco (m) telefonico
 il fax (m)
 il francobollo
 la lettera
 mandare
 il pacchetto
 il pacco
 il prefisso
 spedire
 il telegramma

b) Emergencies

l'aiuto (m)
 l'ambulanza (f)
 ammalarsi
 ammalato
 andare a dormire
 andare a letto
 andare bene/male
 l'aspetto (m)
 l'aspirina (f)
 avere caldo/freddo
 avere mal di
 il braccio
 il cerotto
 il corpo
 la crema
 il cuore
 il dente
 il/la dentista
 il dito
 il dolore
 il/la dottore/ssa
 faticoso
 la febbre
 il gabinetto
 la gamba
 il ginocchio
 la gola
 l'indigestione (f)
 l'influenza (f)
 lasciare

malato	il pettine	smettere di
male	il piede	la spalla
la mano	la polizia	lo spazzolino da denti
la medicina	prendere una medicina	stanco
il medico	il pronto soccorso	stare
morto	il raffreddore	stare bene/male
l'occhio (m)	riposarsi	lo stomaco
l'orecchio (m)	la salute	la testa
l'ospedale (m)	il sangue	l'ufficio (m) oggetti smarriti
la pancia	la schiena	il vigile del fuoco
il pericolo	sentirsi	la voce
pericoloso	i servizi	

THEME 3 – WORK & LIFESTYLE

3A HOME LIFE

a) Jobs about the house

apparecchiare
l'aspirapolvere (inv) (m)
badare al bambino
fare i letti
fare i piatti
lavare i piatti
preparare da mangiare
sparecchiare
spolverare
stirare

b) Important festivals

augurare
auguri
il battesimo
la befana
il Capodanno
il Carnevale
la cresima
l'Epifania (f)
il Ferragosto
il matrimonio
il Natale
la Pasqua
la prima comunione
Santo Stefano
Tutti i santi/Ognissanti

c) Expressions

Buon anno!
Buon appetito!
Buon compleanno!
Buon divertimento!
Buon Natale!
Buona fortuna!

Buone vacanze!
+ see 1A, 1B, 1D

3B HEALTHY LIVING

l'aceto (m)
l'acqua (f)
l'acqua (non) potabile
l'acqua minerale
l'aglio (m)
l'agnello (m)
l'albicocca (f)
alimentari (m pl)
alla griglia
amaro
l'ananas (inv) (m)
l'arancia (f)
l'aranciata (f)
l'arrosto (m)
assaggiare
avere fame
avere paura di
avere sete
avere sonno
la banana
il barattolo
ben cotto
bere
il bicchiere
la birra
il biscotto
la bistecca
bollito
il brodo
buono
il burro
il caffè (inv)
il caffelatte
caldo

il cappuccino
la caramella
il carciofo
la carne
la carota
il cavolfiore
la cena
cenare
il cereale
il cetriolo
il cibo
la ciliegia
cin cin
la cioccolata
il cioccolatino
la cipolla
la coca cola
la colazione
il coltello
la cotoletta
cotto
crudo
il cucchiaino
il cucchiaio
la cucina (cuisine)
cucinare
dare da mangiare
deliziosa
il dolce
l'espresso (m) (expresso coffee)
essere in forma
il fagiolino
fame
la farina
la fetta
la forchetta
il formaggio

la fragola
freddo
la frittata
fritto
la frutta
il fungo
il gambero
il gelato
il ghiaccio
gustare
il gusto
gustoso
in buona salute
l'insalata (f)
l'iogurt/yogurt (inv)
il lampone
le lasagne (f pl)
il latte
la lattina
la lattuga
la limonata
il limone
la lista
il maiale
mangiare
il manzo
la marmellata
la mela
la melanzana
il melone
la merenda
la minestra
il noce
odorare
l'odore (m)
l'olio (m)
l'oliva (f)
il pane
il panino
la pasta
il pasto
la patata
le patate fritte
le patatine
il paté (inv)
il pepe
il peperone
la pera
la pesca
il pesce
piccante
pieno

il pisello
la pizza
un po'
il pollo
il pomodoro
il pompelmo
prendere
il profumo (smell)
il prosciutto cotto/crudo
la prugna
il riso
il ristorante
robusto
salato
il sale
sano
sapere di (smell of)
il sapore
saporito
la scatola
secco
sentire (to smell)
sentirsi in forma
senza
sete
soffrire
la sogliola
gli spaghetti
gli spinaci
lo spuntino
il succo di frutta
il tè (inv)
il tonno
la torta
la trattoria
la trota
l'uovo (m) le uova (f pl)
l'uva (f)
la vaniglia
la verdura
il vino
il vitello
vuoto
zuccherato
lo zucchero
lo zucchini
la zuppa
+ see 1D

3C PART-TIME JOBS AND WORK EXPERIENCE

l'appuntamento (m)
certamente
fare una telefonata
il messaggio
pronto (Hallo)
provare
richiamare
ripetere
rispondere
+ see 1A, 1B, 1C, 1D, 1E

3D LEISURE

accettare
accompagnare
l'adulto (m)
andare
l'angolo (m)
annoiarsi
l'artista (m/f)
aspettare
avere tempo di
avere un'idea
avere voglia di
l'avventura (f)
il biglietto
il canale
il/la cantante
cantare
la canzone
capire
la carriera
i cartoni animati
il cinema
credere
divertirsi
il documentario
il documento
dubitare
essere d'accordo
essere stufo di
fantastico
favorito
il film
la gente
il giornale
l'idea (f)
impossibile
incontrarsi
l'inizio (m)
insieme

invitare
 l'invito (m)
 lasciare (to leave behind)
 meraviglioso
 mi dispiace
 il minuto
 non vedo l'ora di
 la notizia
 l'orrore (m)
 pensare
 la persona
 possibile
 promettere
 pronto
 la pubblicità (inv)
 punto
 raccontare
 il racconto
 la radio (inv)
 registrare
 ritornare
 la rivista
 sapere (to know)
 il satellite (inv)
 sembrare
 la sorpresa
 i sottotitoli
 la stella (del cinema)
 suggerire
 il telegiornale
 la televisione
 tornare
 uguale
 uscire
 vedere
 venire
 la verità (inv)
 vincere
 + see 1A, 1B

3E SHOPPING

a) Shops

la cartoleria
 la farmacia
 la gioielleria
 la drogheria
 la gelateria
 il grande magazzino
 l'ipermercato (m)
 la lavanderia
 la libreria

la macelleria
 a panetteria
 il/la parrucchiere/a
 la pasticceria
 la pescheria
 la profumeria
 il supermercato
 il tabaccaio
 la tabaccheria

b) Getting around shops

aperto
 l'ascensore (m)
 la cassa
 chiuso
 il/la cliente
 la coda
 il/la commesso/a
 comprare
 fare la coda
 fare la fila
 fare la spesa
 incartare
 la lista
 la lista della spesa
 il reparto
 la scala mobile

c) Clothes

l'abbigliamento (m)
 l'abito (m)
 andare di moda
 la calza
 i calzini/calzoni
 la camicia/camicetta
 il cappello
 il cappotto
 la cintura
 i collant (inv)
 il costume da bagno
 la cravatta
 la giacca
 il golfino
 la gonna
 il guanto
 l'impermeabile (m)
 i jeans (inv) (m pl)
 la maglia
 il maglione
 la moda
 le mutande
 i pantaloni

il pigiama
 il pullover (inv)
 la sciarpa
 la taglia
 il vestito

d) Shopping for other items

avere bisogno di
 la borsa
 il portafoglio
 il portamonete (inv)
 il profumo
 regalare
 il regalo
 il sacchetto
 il sandalo
 la scarpa
 scegliere
 la scelta
 lo sconto
 lo scontrino
 lo shampoo
 la sigaretta
 i soldi
 spendere
 la spesa
 spingere
 lo stivale
 la svendita
 tirare
 toccare
 la vetrina
 volere

e) Understanding money

l'assegno (m)
 il biglietto (da 10.000)
 cambiare
 il cambio
 la carta di credito
 contanti
 il conto
 il denaro
 l'euro
 gratis
 gratuito
 la lira italiana
 la lira sterlina
 la moneta
 pagare
 il prezzo
 il resto

il saldo	caro	fragile
gli spiccioli	il colore	leggero
f) Expressing opinions	corto	la qualità (inv)
a buon mercato	costoso	la quantità (inv)
brutto	dare	speciale
calmo	dispiacere	stretto
	economico	+ see 1C, 1D, 3B

THEME 4 – THE YOUNG PERSON IN SOCIETY

4A CHARACTER AND PERSONAL RELATIONSHIPS

l'adolescente (m/f)
 affascinante
 l'amico/a (m/f)
 baciare
 il bacio
 chiacchierare
 il/la compagno/a
 frequentare
 l'incontro (m)
 invitare
 l'invito (m)
 lieto
 l'ospitalità (inv) (f)
 ospitare
 l'ospite (m/f)
 piangere
 pieno di vita
 prego
 presentare
 ringraziare
 rompersi
 salutare
 scontento
 scusare
 il temperamento
 + see 1A, 3D

4B THE ENVIRONMENT

l'alluminio (m)
 l'ambiente (m)
 la benzina senza piombo
 biodegradibile
 la bottiglia
 il contenitore
 danneggiare
 il fracasso
 il gas di scarico
 l'inquinamento (m)
 inquinare

l'isola (f) pedonale
 la marmitta catalitica
 i mezzi pubblici
 pericoloso
 la plastica
 proteggere
 pulire
 pulito
 il raccoglitore
 riciclabile
 riciclare
 i rifiuti
 risparmiare
 il rumore
 rumoroso
 la salute
 i senza tetto (inv) (m/f)
 il sovraffollamento
 sovraffollato
 sporcare
 sporco
 il trasporto
 il vetro
 la zona pedonale
 + see 1C, 1D, 1E, 2A, 2C

4C EDUCATION

il collegio
 il dettaglio
 il diploma
 la laurea
 il liceo
 classico
 linguistico
 scientifico
 la maturità (inv)
 necessario
 la regola
 lo scambio
 la scuola elementare
 la scuola media inferiore
 la scuola media superiore

la scuola privata
 la scuola secondaria
 la scuola statale
 il trimestre
 l'uniforme (f)
 l'università (inv) (f)
 + see 1D, 1E

4D CAREERS AND FUTURE PLANS (post age 18)

a tempo pieno
 l'avvocato (m)
 l'azienda (f)
 il/la cameriere/a
 la casalinga
 decidere
 il/la dirigente
 la ditta
 diventare
 la divisa
 dovere
 il fornaio
 futuro
 il/la giornalista
 guadagnare
 la guida
 l'infermiere/a (m/f)
 l'ingegnere/a (m/f)
 lavorare
 il lavoro
 la legge
 il/la macellaio/a
 il padrone
 la paga
 il/la parrucchiere/a
 pericoloso
 il poliziotto
 il pompiere
 il postino
 lo sciopero
 il/la segretario/a

la spiegazione
lo stipendio
lo/la studente/ssa
l'ufficio (m)
+ see 1A, 1E, 2B, 3C, 3D, 4C

**4E SOCIAL ISSUES,
CHOICES AND
RESPONSIBILITIES**

accadere
alcolici (pl. alcoholic drink)
alcolico/a
l'alcolismo (m)
alcolizzato/a
l'alcool/alcol (inv) (m)

l'annuncio (m)
alcolizzato/a
l'alcool/alcol (inv) (m)
l'annuncio (m)
aver luogo
avvenire
disoccupato
la droga
l'ecstasy (m)
l'eroina (f)
fare volontariato
il fumatore
il fumo
fumoso/a
può danneggiare la salute

lo/la spacciatore/trice di droga
succedere
la tosse da fumo
il/la tossicodipendente
il/la trafficante di droga
+ see 1A, 1C, 3C, 3D, 3E
4A, 4B, 4C, 4D

17.4 Alphabetical Vocabulary List

Letters of the Alphabet

Numbers 0-100,000 (for time, prices, temperature)

Pronouns

Definite and Indefinite articles

and:

A	alcolizzato/a	l'aranciata (f)
a	l'alcool/alcol (inv) (m)	arancione
buon mercato	alimentari (m pl)	l'argento (m)
due passi	alla griglia	l'aria (f) aperta
pedi	allegro	condizionata
tempo pieno	allora	l'armadio (m)
abbastanza	l'alluminio (m)	arrabbiato
l'abbigliamento (m)	alt	arrivare
abbinare	alto	arrivederci
l'abitante (m/f)	altro	l'arrivo (m)
abitare	l'altro ieri (m)	l'arrosto (m)
l'abito (m)	alzarsi	l'arte (f)
accadere	amare	l'articolo (m)
accanto a	amaro	l'artista (m/f)
accendere	l'ambiente (m)	Ascensione
accettare	l'ambulanza (f)	l'ascensore (m)
accomodarsi	l'America	l'asciugamano (m)
accompagnare	l'americano/a (m/f)	asciutto
l'aceto (m)	amichevole	ascoltare
l'acqua (f)	l'amico/a (m/f)	aspettare
(non) potabile	ammalarsi	l'aspetto (m)
minerale	ammalato	l'aspirapolvere (inv) (m)
ad un tratto	l'ananas (inv) (m)	l'aspirina (f)
adesso	anche	assaggiare
l'adolescente (m/f)	anche se	l'assegno (m)
l'adulto (m)	ancora	assente
l'aereo (m)	andare (a)	attentamente
l'aeroporto (m)	a trovare	attivo
affascinante	l'angolo (m)	attraversare
l'affermazione (f)	l'animale (m)	augurare
affittare	domestico	auguri!
l'affitto (m)	l'anno (m)	l'aula (f)
l'Africa (f)	annoiarsi	Austria
l'africano/a (m/f)	annotare	l'austriaco/a (m/f)
africano	l'annuncio (m)	austriaco
l'aglio (m)	antico	l'autista (m/f)
l'agnello (m)	l'antipasto (m)	l'autobus (inv) (m)
agosto	antipatico	l'autonoleggio (m)
aiutare	anziano	l'autostrada (f)
l'aiuto (m)	aperto	l'autunno (m)
al momento	apparecchiare	avanti di ... minuti
l'albergo (m)	l'appartamento (m)	aver
l'albero (m)	appena	luogo
l'albicocca (f)	l'appuntamento (m)	ragione
alcolici (pl. alcoholic drink)	aprile	torto
alcolico/a	aprire	
l'alcolismo (m)	l'arancia (f)	

avere ... metri di larghezza/lunghezza ... anni bisogno di caldo/freddo fame mal di paura di sete sonno voglia di	la bicicletta la biglietteria il biglietto (da 10.000) di andata (e ritorno) intero/ridotto il binario biodegradabile la biologia biondo la birra il biscotto bisogna la bistecca il blocchetto di biglietti blu (inv) la bocca il bollettino meteorologico bollito Bologna la borsa il bosco la bottiglia il braccio bravo il brodo bruno brutto la buca delle lettere il buffet buon anno! appetito! compleanno! viaggio! buona fortuna! notte! sera! buone vacanze! buongiorno buono il burro bussare la busta buttare	la calza i calzini/calzoni cambiare cambiarsi il cambio la camera da letto a due letti doppia matrimoniale singola il/la cameriere/a la camicia/camicetta il camion (inv) camminare la campagna il campeggio il campo sportivo il canale il canarino il cane il cantante cantare la canzone i capelli capire il capitale il Capodanno il cappello il cappotto il cappuccino la caramella il carattere il carciofo la carne il Carnevale caro/carino la carota la carriera la carta di credito d'identità igienica stradale telefonica il cartello la cartoleria la cartolina i cartoni animati la casa la casalinga il casco la casella la cassa il cassetto
avvenire l'avventura (f) l'avvocato (m) l'azienda (f) azzurro	B il babbo baciare il bacio badare al bambino i baffi il bagaglio bagnato il bagno il balcone ballare il ballo il/la bambino/a la banana la banca il banco il bar (inv) il barattolo la barba basso basta il battello il battesimo la befana il/la belga il Belgio bello ben cotto bene benvenuto/a la benzina senza piombo bere bianco/a/hi/he la bibita la biblioteca il bicchiere	
	C il C.D. la cabina telefonica il caffè (inv) il caffelatte il calcio la calcolatrice caldo calmo	

dicembre	la drogheria	falso
dietro	dubitare	fame
differente	dunque	la famiglia
la differenza	il duomo	famoso
difficile	durante	la fantascienza
la dimensione	durare	fantastico
dimenticare	duro	fare bel/brutto tempo
il diploma (i)	E	caldo/freddo
dire	e/ed	collezione di
il direttissimo	eccellente	i compiti
diretto	ecco	i letti
il direttore/la direttrice	l'economia (f)	i piatti
il/la dirigente	economico	il bagno/la doccia
diritto/dritto	l'ecstasy (m)	la coda
la discoteca	l'edicola (f)	la fila
il disegno	l'edificio (m)	la spesa
disoccupato	l'educazione (f) fisica	un giro
dispiacere	elegante	un gol
disponibile	l'elenco (m) telefonico	una gita
dissimile	elettrico	una passeggiata
la distanza	l'e-mail (m)	una telefonata
il dito	entrare	volontariato
la ditta	l'entrata (f)	la farina
il divano	entro libera	la farmacia
diventare	Epifania	faticoso
diverso	l'erba (f)	la fattoria
divertente	l'eroina (f)	favorito
il divertimento	l'errore (m)	il fax
divertirsi	l'esame (m)	febbraio
divieto	esatto	la febbre
la divisa	l'esempio (m)	felice
divorziare	l'espresso (m) (express train)	feriale
divorziato/a	l'espresso (m) (expresso coffee)	le ferie
la doccia	essere in forma	la fermata (dell'autobus)
il documentario	situato	Ferragosto
il documento	stufo di	il ferro
la dogana	tifoso di	la festa
il dolce	l'est (m)	festivo
dolce	l'estate (f)	una fetta
il dolore	l'estero (m)	fidanzarsi
la domanda	l'età (inv) (f)	fidanzato/a (engaged)
domandare	l'etto (m)	il/la fidanzato/a (fiancé/e)
domani	l'euro (m)	la fiera
la domenica	l'Europa (f)	il figlio/a
la donna	europeo	il film d'amore
dopo	F	finalmente
dopodomani	... fa	la fine
doppio	la fabbrica	il/la finesettimana (inv)
dormire	la faccia	la finestra
il/la dottore/ssa	facile	finire
dove, dov'è	il fagiolino	fino a/da
dovere		il fiore
una dozzina		Firenze
la droga		la firma

firmare	il/la gemello/a	guardare (to watch)
la fisica	il genitore	guasto
il fiume	gennaio	la guida
la foglia	la gente	guidare
la fontana	gentile	gustare
la forchetta	la geografia	gusto
la foresta	la Germania	gustoso
il formaggio	il gesso	H
il fornaio	gettare	l'hockey
forse	il ghiaccio	
forte	già	I
la fotografia / foto	la giacca	l'idea
fra poco	giallo	l'ieri (m)
il fracasso	il giardino	l'ieri l'altro (m)
fragile	la ginnastica	imparare
la fragola	il ginocchio	l'impermeabile (m)
il/la francese	giocare	l'impiegato/a (m/f)
francese	il giocatore	importante
la Francia	il giocattolo	impossibile
il francobollo	il gioco	improvvisamente
la frase	la gioielleria	in bocca al lupo!
il fratello	il giornale	buona salute
freddo	il/la giornalista	che giorno
frequentare	il giorno	cima a
fresco	il giorno dopo	fondo a
il frigorifero	giovane	mezzo a
la frittata	il giovane	nessun luogo
fritto	il giovedì	ogni luogo
la frutta	il giro	orario
fumare	la gita	dine
il fumatore	giù ... (per)	pensione
il fumetto	giugno	punto
il fumo	giusto	qualche posto
fumoso/a	la gola	qualsiasi luogo
il fungo	il golfino	ritardo
funzionare	la gomma	incartare
fuori (di)	la gonna	incluso
il futuro	il grado	incontrarsi
G	il grammo	l'incontro (m)
il gabinetto	la Gran Bretagna	l'incrocio (m)
la galleria d'arte	grande	indicare
il Galles	il grande magazzino	indietro di...minuti
gallese	grasso	l'indigestione (f)
la gamba	gratis	l'indirizzo (m)
il gambero	gratuito	l'indomani (m)
il garage	grazie	l'industria (f)
il gas di scarico	il greco	industriale
il gatto	greco	inferiore
gelare	grigio	l'infermiere/a (m/f)
la gelateria	grosso	l'influenza (f)
il gelato	il gruppo	l'informatica (f)
il gelo	guadagnare	l'informazione (f)
	il guanto	l'ingegnere/a (m/f)
	guardare (to look)	

P'Inghilterra (f)	il lavandino	il maglione
P'inglese (m/f)	lavare/si	magro
inglese	la lavatrice	mai
l'inizio (m)	lavorare	il maiale
l'inquinamento (m)	il lavoro	il mal di mare
inquinare	la legge	malato
l'insalata (f)	leggere	male
l'insegnante (m/f)	leggero	la mamma
insegnare	il legno	mandare
insieme	lentamente	mangiare
intelligente	lento	la Manica
interessante	il lenzuolo	la mano
interessarsi a	la lettera	il manzo
l'intervallo (m)	la letteratura	la mappa
l'intervista (f)	il letto	il marciapiede
intorno a	la lettura	il mare
inutile	la lezione	il marito
l'inverno (m)	libero	la marmellata
invitare	la libreria	la marmitta catalitica
l'invito (m)	il libro di testo	marrone
l'iogurt/yogurt (inv) (m)	il liceo classico	il martedì
l'ipermercato (m)	linguistico	marzo
l'Irlanda (f)	scientifico	massimo
l'irlandese (m/f)	lieto	la matematica
irlandese	la limonata	la materia
l'isola (f)	il limone	la matita
l'isola pedonale (f)	la linea	il matrimonio
l'istruzione (f)	la lingua	la mattina
l'Italia (f)	le lingue straniere	la maturità
l'italiano	la lira italiana	la medicina
italiano	sterlina	il medico
	liscio	medio
J	la lista della spesa	meglio
i jeans (m pl)	il litro	la mela
	locale	la melanzana
L	Londra	il melone
là, lì	lontano da	il membro
laggiù	la luce	meno
il lago	luglio	la mensa
la lampada/ina	il lunedì	mentre
il lampo	lungo	il menù (turistico)
il lampone	il luogo di nascita	meraviglioso
la lana		il mercato
largo	M	il mercoledì
le lasagne	ma	la merenda
lasciare	la macchina	meridionale
il latino	la macchina fotografica	il mese
il lato	il/la macellaio/a	il messaggio
il latte	la macelleria	la metà
la lattina	la madre	il metallo
la lattuga	il/la maestro/a	la metropolitana
la laurea	maggio	metterci
la lavagna	maggiore	mettere
la lavanderia	la maglia	la mezza pensione

mezzanotte	nient'altro	l'oliva (f)
i mezzi pubblici	niente	l'ombra (f)
mezzo/a	il/la nipote	l'ombrello (m)
mezzogiorno	no	l'ombrellone (m)
migliore	il noce	l'opera (f)
la minestra	noioso	ora (now)
minimo	noleggiare	l'ora (f) (hour)
minore	il nome	l'orario (m)
il minuto	non ...né...né	ordinare
misto	ancora	l'orecchio (m)
la misura	è indicato	orientale
misurare	si sa	l'oro (m)
il mobile	solo...ma anche	l'orologio (m)
la moda	sono indicate	l'orrore (m)
moderno	vedo l'ora di	l'ospedale (m)
la moglie	... più	l'ospitalità (f)
molto	...alcuno/a	ospitare
il momento	...che	l'ospite (m/f)
il mondo	...mai	l'ostello (m) per la gioventù
la moneta	...nessuno	ottimo
la montagna	...niente	ottobre
il monumento		l'ovest (m)
morto	...nullo	
mosso	il/la nonno/a	P
mostrare	nonostante	il pacchetto
la motocicletta / moto	il nord	il pacco
il motore	normale	la padella
il municipio	la notizia	il padre
il muro	la notte	il padrone
il museo	novembre	il paesaggio
la musica (classica/folk)	nulla	il Paese (country)
la musica (pop/rock)	il numero	il paese (village)
le mutande	nuotare	la paga
	il nuoto	pagare
N	nuovo	la pagina
Napoli	il nuvolo	un paio
nascere	nuvoloso	il palazzo
il naso		la palestra
Natale	O	la palla
nato	o (...o)	la pallacanestro
la natura	gli occhiali	il pallone
la nave	l'occhio (m)	la pancia
la nazionalità	occidentale	il pane
neanche	occupato	la panetteria
la nebbia	odiare	il panino
necessario	odorare	i pantaloni
negativo	l'odore (m)	il papà
il negozio	oggi	il paragrafo
nei dintorni di	ogni	parcheggiare
nel frattempo	Ognissanti	il parcheggio
nero	l'Olanda (f)	il parco
nervoso	l'olandese (m/f)	il/la parente
la neve	olandese	la parete
nevicare	l'olio (m)	parlare

la parola	il pettine	preferire
il/la parrucchiere/a	il pezzo	il prefisso
la parte	piacere (... a)	prego
la partenza	il piacere	prendere
partire	piangere	il sole
la partita	il piano	un bel/brutto voto
Pasqua	il pianoforte	una medicina
il passaggio pedonale	la pianta/ina	prenotare
il passaporto	il pianterreno	la prenotazione
passare (un esame)	il piatto	preparare da mangiare
il passatempo	la piazza	presentare
il passato	piccante	presente
il passeggero	piccolo	il/la preside
passaggiare	il piede	presto
la pasta	pieno di	le previsioni del tempo
la pasticceria	il pigiama	il prezzo
il pasto	pigro	prima di
la patata	la pioggia	la prima colazione
le patate fritte	piovere	la prima comunione
le patatine	la piscina	la primavera
il paté (inv)	il pisello	il primo piatto
la patente	la pista	privato
pattinare	più	il problema
peggio	la pizza	il/la professore/ssa
peggiore	la pizzeria	il profilo
la pelle	plastica	la profumeria
la penna	poco /po'	il profumo (perfume)
pensare	poi	il profumo (smell)
il pensionato	poiché	il progetto
la pensione	la polizia	il programma
completa	il poliziotto	promettere
la pentola	il pollo	pronto (ready)
il pepe	la poltrona	pronto (hallo)
il peperone	il pomeriggio	il pronto soccorso
per caso	il pomodoro	proprio
favore	il pompelmo	il prosciutto
fortuna	il pompiere	prossimo
piacere	il ponte	proteggere
la pera	il porcellino d'India	provare
perché (because)	la porta	la provincia
perché? (why?)	il portafoglio	la prugna
perciò	il portamonete (inv)	la pubblicità
perdere	portare	pulire
il pericolo	il porto	pulito
pericoloso	positivo	il pullman (inv)
la periferia	possibile	il pullover (inv)
permesso	la posta	punto
però	il poster (inv)	purtroppo
la persona	il postino	
pesante	il posto	Q
la pesca	pranzare	qua, qui
il pesce rosso	il pranzo	il quaderno
la pescheria	il prato	quadrato
pessimo	preciso	il quadro

qualche	rimanere	lo sbaglio
il quale/la quale	ringraziare	gli scacchi
quale	ripetere	la scala
la qualità (inv)	riposarsi	la scala mobile
quando	il riso	lo scambio
la quantità (inv)	risparmiare	la scarpa
quanto	rispondere	gli scarponi da sci
il quartiere	la risposta	la scatola
un quarto	il ristorante	scegliere
quasi	il risultato	la scelta
quello	ritornare	la scena
questo	il ritorno	scendere
quindi	la rivista	la schiena
il quotidiano	robusto	lo sci (inv)
R	Roma	sciare
il raccoglitore	romantico	la sciarpa
raccontare	rompersi	la scienza
il racconto	rosa (inv)	lo sciopero
la radio (inv)	rosso	scontento
il raffreddore	rotondo	lo sconto
il/la ragazzo/a	la roulotte (inv)	lo scontrino
rallentare	il rugby (inv)	scorso
rapido	il rumore	la Scozia
il rapido (fast train)	rumoroso	lo/la scozzese
raramente	la Russia	scozzese
recarsi	il/la russo/a	scrivere
recentemente	russo	la scuola
il refettorio	S	elementare
regalare	il sabato	media inferiore
il regalo	il sacchetto	media superiore
la regione	la sala da pranzo	mista
registrare	d'aspetto	privata
il registratore	dei professori	secondaria
il Regno Unito	salato	statale
la regola	il saldo	scuro
la religione	il sale	scusare
il reparto	salire	scusi/scusa!
restare	il salotto	se
il resto	salutare	secco
rettangolare	la salute	il secolo
i ricci	il sandalo	secondo (according to)
ricco	il sangue	un secondo (a second)
ricevere	sano	il secondo piatto
richiamare	Santo (Stefano)	sedersi
riciclabile	sapere (to know)	la sedia
riciclare	sapere di (smell of)	la sedia a sdraio
ricordare	il sapone	il segnale
il ricordo	il sapore	segnare
la ricreazione	saporito	il/la segretario/a
ridere	la Sardegna	seguinte
riempire	il/la sardo/a	seguire
i rifiuti	sardo	il semaforo
la riga	il satellite (inv)	sembrare
	sbagliato	sempre

senso unico	sovraffollato	la strada
sentire (to smell)	lo/la spacciatore/trice di droga	straniero
sentirsi in forma	gli spaghetti	lo/la straniero/a
senza	la Spagna	stretto
i senza tetto (inv) (m/f)	lo/la spagnolo/a	lo strumento
la sera	spagnolo	lo/la studente/ssa
sereno	la spalla	studiare
serio	sparecchiare	lo studio
i servizi	spazioso	stupido
il servizio	lo spazzolino da denti	su
la seta	lo specchio	subito
la sete	speciale	succedere
settembre	la specialità (inv)	il succo di frutta
settentrionale	spedire	il sud
la settimana	spegnere	suggerire
severo	spendere	suonare
lo shampoo	sperare	il suono
sì	la spesa	superiore
sia...sia	spesso	il supermercato
la Sicilia	lo spettacolo	il supplemento
il/la siciliano/a	la spiaggia	lo svantaggio
siciliano	gli spiccioli	svegliarsi
la sigaretta	spiegare	la svendita
significare	la spiegazione	la Svizzera
la signora	gli spinaci	lo/la svizzero/a
il signore	spingere	svizzero
la signorina	spolverare	
il silenzio	sporcare	T
il simbolo	sporco	il tabaccaio
simile	lo sport invernale	la tabaccheria
simpatico	sportivo	la tabella
sinistra	sposarsi	tacere
lo slogan	sposato/a	la taglia
smettere di	lo spuntino	tanto (...quanto)
la soffitta	la squadra	il tappeto
soffrire	lo stadio	tardi
il soggiorno (a living room)	la stagione	il tassì/taxi (inv)
il soggiorno (a stay)	stamattina	la tavola
la sogliola	stanco	il tavolo
il sogno	stanotte	il tavolo a vela
solamente	la stanza	la tazza
i soldi	stare	il tè (inv) (m)
il sole	stasera	il teatro
solo	gli Stati Uniti	il tedesco
soltanto	la stazione	tedesco
sopra	la stella	telefonare
la sorella	lo stereo	il telefonino
la sorpresa	stesso	il telefono
il sorriso	lo stipendio	il telegiornale
sottile	stirare	il telegramma
sotto	lo stivale	la televisione
sottolineare	lo stomaco	il televisore
i sottotitoli	la storia	il tema
il sovraffollamento	storico	il temperamento

la temperatura	il tuono	verso
il tempo	il/la turista	vestirsi
il tempo libero	turistico	il vestito
il temporale	Tutti i santi	la vetrina
la tenda (curtain)	tutto	il vetro
la tenda (tent)	U	la vettura ristorante
il tennis (inv)	l'uccello (m)	la via
la terra	l'ufficio (m)	viaggiare
la tessera	informazioni	il viaggiatore
la testa	oggetti smarriti	il viaggio
il tetto	postale	vicino a
timido	turistico	il video (registratore)
un tipo di ...	uguale a	vietato
tirare	ultimo	il vigile del fuoco
toccare	l'uniforme (f)	la villa
la toilette (inv)	l'università (inv) (f)	il villaggio
il tonno	l'uomo (m) gli uomini (pl)	vincere
tornare	l'uovo (m) le uova (f pl)	il vino
la torre	uscire	viola (inv)
la torta	l'uscita (f)	visitare
la tosse da fumo	utile	la vista
il/la tossicodipendente	l'uva (f)	la vita
la tovaglia	V	il vitello
il tovagliolo	la vacanza	vivace
tra	la valigia	vivere
tra poco	la vaniglia	il vocabolario
il/la trafficante di droga	il vantaggio	la voce
il traffico	vario	volentieri
il traghetto	il vaso	volere
il tram (inv)	vecchio	la volta
tranquillo	vedere	il voto
trascorrere	veloce	vuoto
il trasporto	il venerdì	W
trattarsi	Venezia	il weekend
la trattoria	venire	Z
la traversata	una ventina	lo zaino
il treno	il vento	la zia
una trentina	veramente	lo zio
triangolare	verde	la zona pedonale
il trimestre	la verdura	lo zoo
triste	verificare	zuccherato
troppo	la verità	lo zucchero
la trota	vero	lo zucchini
trovare		la zuppa
trovarsi		

Key Skills and Other Issues

18

Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

18.1 Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of *Application of Number*, *Communication* and *Information Technology*.

The units for the ‘wider’ Key Skills of *Improving own Learning and Performance*, *Working with Others* and *Problem Solving* are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills Qualification.

Copies of the Key Skills Units may be downloaded from the QCA website (<http://www.qca.org.uk/keyskills>).

The units for each Key Skill comprise three sections:

- A What you need to know.
- B What you must do.
- C Guidance.

Candidates following a course of study based on this Specification for Italian can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of *Communication*, *Information Technology*, *Improving own Learning and Performance*, *Working with Others* and *Problem Solving*. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted below. Opportunities for developing and generating evidence of attainment in the Key Skill of *Application of Number* are not readily available in this specification.

18.2 Key Skills Opportunities in Italian

The nature of Italian makes it an ideal vehicle to assist candidates to develop their knowledge and understanding of the Key Skills of *Communication*, *Information Technology*, *Working with Others* and *Improving own Learning and Performance* and to produce evidence of their application.

The matrices below signpost the opportunities for the acquisition, development and production of evidence for Part B of each of the four Key Skills units at Levels 1 and 2, in the Themes making up the subject content of this specification. The degree of opportunity in any one Theme will depend upon a number of centre-specific factors, including teaching strategies and level of resources.

Communication Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Theme 1	Theme 2	Theme 3	Theme 4
C1.1 Take part in discussions	✓	✓	✓	✓
C1.2 Read and obtain information	✓	✓	✓	✓
C1.3 Write different types of documents	✓	✓	✓	✓

Communication Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Theme 1	Theme 2	Theme 3	Theme 4
C2.1a Contribute to discussions	✓	✓	✓	✓
C2.1b Give a short talk	✓	✓	✓	✓
C2.2 Read and summarise information	✓	✓	✓	✓
C2.3 Write different types of documents	✓	✓	✓	✓

N.B. QCA have indicated that evidence for the internal assessment component for the Key Skill of Communication must be presented in English, Welsh or Irish.

Information Technology Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Theme 1	Theme 2	Theme 3	Theme 4
IT1.1 Find, explore and develop information	✓	✓	✓	✓
IT1.2 Present information, including text, numbers and images	✓	✓	✓	✓

Information Technology Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Theme 1	Theme 2	Theme 3	Theme 4
IT2.1 Search for and select information	✓	✓	✓	✓
IT2.2 Explore and develop information and derive new information	✓	✓	✓	✓
IT2.3 Present combined information, including text, numbers and images	✓	✓	✓	✓

Working with Others Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Theme 1	Theme 2	Theme 3	Theme 4
WO1.1 Confirm what needs to be done and who is to do it	✓	✓	✓	✓
WO1.2 Work towards agreed objectives	✓	✓	✓	✓
WO1.3 Identify progress and suggest improvements	✓	✓	✓	✓

Working with Others Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Theme 1	Theme 2	Theme 3	Theme 4
WO2.1 Plan work and confirm working arrangements	✓	✓	✓	✓
WO2.2 Work cooperatively towards achieving identified objectives	✓	✓	✓	✓
WO2.3 Exchange information on progress and agree ways of improving work with others	✓	✓	✓	✓

Improving own Learning and Performance Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Theme 1	Theme 2	Theme 3	Theme 4
LP1.1 Confirm short-term targets and plan how these will be met	✓	✓	✓	✓
LP1.2 Follow plan to meet targets and improve performance	✓	✓	✓	✓
LP1.3 Review progress and achievements	✓	✓	✓	✓

Improving Own Learning and Performance Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Theme 1	Theme 2	Theme 3	Theme 4
LP2.1 Help set short-term targets and plan how these will be met	✓	✓	✓	✓
LP2.2 Use plan and support from others, to meet targets	✓	✓	✓	✓
LP2.3 Review progress and identify evidence of achievements	✓	✓	✓	✓

Problem Solving Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Theme 1	Theme 2	Theme 3	Theme 4
PS1.1 Confirm understanding of given problems	✓	✓	✓	✓
PS1.2 Plan and try out ways of solving problems	✓	✓	✓	✓
PS1.3 Check if problems have been solved and describe the results	✓	✓	✓	✓

Problem Solving Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Theme 1	Theme 2	Theme 3	Theme 4
PS2.1 Identify problems and come up with ways of solving them	✓	✓	✓	✓
PS2.2 Plan and try out options	✓	✓	✓	✓
PS2.3 Apply given methods to check if problems have been solved and describe the results	✓	✓	✓	✓

18.3 Further Guidance

More specific guidance and examples of tasks that can provide evidence of single Key Skills, or composite tasks that can provide evidence of more than one Key Skill are given in the AQA specification support material, particularly the Teachers' Guide.

19

Spiritual, Moral, Ethical, Social, Cultural and Other Issues

19.1 Spiritual, Moral, Ethical, Social, Cultural and Other Issues

As the specification for Italian is set within contemporary European and world contexts, it offers candidates ample opportunities to explore and understand a wide range of spiritual, moral and cultural issues.

Through the study of the themes and topics in Italian, candidates are able to explore the human condition in general, and to evaluate their own relationship within a specific linguistic community in particular.

The content of the specification similarly encourages understanding of moral issues; courses based on this specification will encourage candidates' recognition and sympathetic awareness of others' beliefs and values.

As every language is an embodiment of the culture which it represents, it is virtually impossible to study Italian without being constantly exposed to the culturally specific context of its linguistic communities. Throughout the course, candidates will be encouraged to form opinions within the appropriate cultural context.

19.2 European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen papers. As Italian is a European Community language the European dimension is clearly covered in every aspect of the specification.

19.3 Environmental Issues

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report "*Environmental Responsibility: An Agenda for Further and Higher Education*" 1993 in preparing this specification and associated specimen papers. The Subject Content for this specification incorporates environmental issues and therefore contributes to candidates' environmental education.

19.4 Citizenship

Through the study of the themes and topics in the specification, particularly those in Theme 4, *The Young Person in Society*, candidates will be encouraged to develop their knowledge and understanding of rights and responsibilities within the context.

19.5 Avoidance of Bias

AQA has taken great care in the preparation of this specification and associated specimen papers to avoid bias of any kind.

19.6 ICT

Candidates can be offered opportunities to use ICT when studying Italian in a number of ways, for example

- accessing and/or downloading material in Italian on the internet;
- producing word-processed material in Italian for coursework, or as practice material for the writing test. It should be noted, however, that the use of translation software is not permitted in coursework;
- receiving and/or sending email via links with Italy or an Italian-speaking country.

These opportunities can be related to any of the themes, for example

- accessing information from websites about particular towns/regions (Theme 1), magazines, TV/radio stations (Theme 3);
- exchanging information via email links with a school/college (Theme 1), work place (Themes 3 and 4) in the country;
- accessing information from the websites of bus and rail companies, hotels/campsites, post offices (Theme 2), shops (Theme 3) in the country;
- creating a poster/menu/advertisement/article in the target language using word-processing or desk top publishing facility (Themes 1, 2, 3 and 4);
- researching job opportunities in the country via the internet (Themes 3 and 4).

Further ideas can be found in the support material accompanying this specification.

Centre-Assessed Component

20

Nature of the Centre-Assessed Component

Coursework is available as an alternative to the end of course Writing Test. Candidates are required to submit three assignments written in the target language:

- drawn **only** from the prescribed list of assignments in Sections 21.3 and 21.4 of the specification and covering three **different** Themes;
- of approximately 250-300 words in total for Foundation and approximately 400-500 words in total for Higher.

All of the assignments can be offered at either Foundation or Higher Tier. Differentiation is by outcome, not by task.

21

Guidance on Setting the Centre-Assessed Component

21.1 Requirements

The assignments **must** be chosen from the following lists only. The titles are prescriptive and cannot be changed in any way. The bullet points given under the titles are, however, only suggestions as to how the assignments may be planned. Teachers and candidates are free to plan the assignments as they wish, in accordance with AQA's instructions and guidance.

For the award of Grade C and above, candidates must demonstrate the ability to refer to past, present and future events (involving the use of different tenses) and to express personal opinions. Although no specific guidance is given regarding styles of writing, it should be noted that many of the assignments lend themselves to different approaches, e.g. formal/informal letter; interview; factual account; description; discursive essay; diary entries; information sent as email.

21.2 Coursework Advisers

Coursework Advisers will be available to assist centres with any matters relating to coursework. Details will be provided when AQA knows which centres are following the specification.

Theme 1 – My World

1.1 Profile of a famous person or group of people

- description of, for example, a person from the target-language country, a football team, a singer or band, or other individual or group;
- physical description and personal details;
- what the person or group is famous for;
- past successes;
- future prospects;
- your opinion of the person or group, with reasons.

1.2 My favourite leisure activity

- description of a hobby or leisure activity, for example shopping, sport, TV or films;
- how you came to start the activity;
- when, where and with whom you practise the activity;
- requirements, for example equipment, training, costs, travel;
- why you enjoy the activity;
- whether you would recommend it to other young people, with reasons;
- whether you expect to continue the activity in the future, why, why not?

1.3 Advertising my local area

- description of the area;
- brief introduction to the history of the area;
- possible future developments planned for the area;
- how to get there;
- accommodation;
- recreational possibilities (e.g. sport; culture; eating out; entertainment);
- why visitors should visit the area;
- interviews with, or comments from, recent visitors.

1.4 An excursion for a group of foreign visitors in my local area

could be a future event or description after the event;
a day in your area;
meeting place, time, itinerary, refreshments;

- description of places (to be) visited, with reasons for your choice;
- meal or refreshment arrangements;
- why the excursion will (continue to) be successful.

1.5 Advertising my school/college

- a description of the school/college, e.g.
 - as an 'alternative' prospectus, written from the students' point of view
 - as a contribution to a school website, aimed at target language browsers;
- a brief history of the school/college, including for example: when it opened, changes to buildings, numbers of staff and students;
- facilities (e.g. types of classrooms, sports, etc.);
- subjects studied, length of day and lessons;
- uniform;
- any special features or strengths of the school/college;
- why students/parents should choose your school/college.

1.6 My ideal school uniform

- description of a new uniform or an existing one;
- the advantages of the uniform;
- comparison with previous uniform or those worn in other schools;
- comparison with the dress code in schools in the target-language country.

1.7 The school/college of the future

- **either** your ideal school/college **or** a projection of how things might be;
- brief introduction, showing how your school/college has changed since you were there (e.g. buildings; use of ICT; tests; uniform; meals);
- physical lay-out and facilities;
- subjects to be studied;
- length of day;
- use of new technology: teachers or machines?;
- the advantages and disadvantages.

Theme 2 – Holiday Time & Travel

2.1 Travelling from the UK to target-language country/community

- could be presented very simplistically, using bar charts and visuals;
- travel possibilities 20 years ago;
- research various possibilities and describe the various means of transport, including costs, advantages and disadvantages;
- how you see the future;
- could be a checklist of advice for an exchange partner about to return home from the UK.

2.2 Account of a holiday

- could relate to a holiday in UK or abroad, including target-language country/community;
- travel to area;
- description of area, attractions, etc.;
- accommodation;
- activities undertaken;
- personal impressions (if appropriate in comparison to life in the UK), including if you would like to return to the area again;
- could be written as an account of how you spend/spent a school holiday in your area.

2.3 Account of an exchange visit

- feelings before visit;
- travel to area;
- description of area, attractions, etc.;
- exchange partners' home and family;
- activities undertaken;
- personal impressions, in comparison to UK (e.g. food; daily routine; school; cost of living);
- explain why you would (not) like to take part in another exchange visit.

2.4 My dream holiday

- reasons for choice of destination, with reference to previous holidays;
- travel;
- description of area, attractions, etc.;
- accommodation;
- activities;
- why it will be so good;
- could be an account of an actual dream.

2.5 Planning a holiday in the target-language country/community

- how/why the holiday came to be planned;
- for whom the holiday is intended (e.g. self, family, group of friends);
- requirements and interests of the party (e.g. culture, sun, cost, sport, accommodation);
- the itinerary;
- why the holiday will fully match their needs;
- other destinations considered and why they were rejected.

2.6 Travelling to school, work or college

- could be targeted at a new exchange partner;
- transport you have used in the past, with advantages/disadvantages;
- how you travel now, including advantages/disadvantages;
- consideration of special features in your town/area e.g. weather conditions, pollution, rush-hour traffic; traffic-free zones;
- how you would like to travel and why;
- your ideal transport policy for your town/area considering e.g. parking; environmental factors.

Theme 3 – Work & Lifestyle

3.1 Planning a meal for family/friends

- how the meal came to be planned (e.g. picnic; celebration with friends; surprise birthday gift; typical UK meal for target-language guest);
- people involved;
- food preferences;
- cost; where foods can be bought; problems?;
- meal itself, including any special features (e.g. location; music; theme);
- why it will be successful;
- could be an account of planning which went wrong.

3.2 A special occasion

- account of an event of personal importance (e.g. a birthday; a wedding; a new job; moving house; a carnival);
- where? when?;
- description of people involved;
- personal impressions, including why you would or would not like to repeat the experience;
- where/when/what usually happens;
- why it is special and if/how you think it will be celebrated in the future.

3.3 Am I fit and healthy?

- current and previous eating habits;
- current and previous exercise habits;
- things preventing you from keeping fit;
- how you can improve your life-style to make yourself more healthy (e.g. smoking; drinking; addictions; sleep; exercise; diet) with reasons;
- a planned sporting activity.

3.4 My work experience

- how the experience was organised;
- duration;
- work undertaken;
- staff and relations with them;
- personal impressions, including whether you would want to work in such an organisation in the future.

3.5 My part-time job

- how you got the job;
- why you do the job;
- description of the job;
- hours and pay;
- staff and relations with them;
- personal impressions, including whether you would want to work in such an organisation in the future.

3.6 Review of an article/book/film/play/TV programme

- can relate to an English or target-language source;
- can relate to a target-language graded reader or TV series directed at foreign language learners;
- story-line;
- characters/setting/particularly interesting features;
- author/producer/actors, etc. where appropriate;
- your opinion, including whether you would like to read/see other similar articles/films etc.?
- would you recommend the article, etc.; to whom; why (not)?

3.7 Imaginative response to a song/poem/film/play/TV programme

- can relate to an English or target-language source;
- brief summary of what happened;
- could involve what happens next; letter from a character in the song, etc. to a friend; conversation between two of the characters in the film, etc.; why you would like to be a particular character.

3.8 A day that went wrong

- brief introduction to a normal day;
- account, highlighting the problems faced (e.g. lack of money; transport problems; relations with others);
- overall feelings/reactions to the day, with reference to the future.

3.9 Publicising a shopping or leisure facility

- could be a leaflet or website entry or other advertisement for a leisure facility, e.g.: a sports centre, a football ground, a shopping centre, a cinema complex, a restaurant;
- information and details of activities offered, prices, times;
- when the facility was opened;
- special features and advantages;
- a particular event to be held;
- future developments e.g. new attractions;
- why people should use the facility.

Theme 4 – The Young Person in Society

4.1 Am I an optimist or a pessimist?

- a particular event (e.g. planning a party); feelings before the event; events turning out unexpectedly; how this shows you are an optimist/pessimist; how will you change this in the future;
- how you see your future life, with references to your previous experiences and current situation; work, family, leisure, money;
- how you view life in the 21st century;
- life in the 20th century;
- anxieties about e.g. crime, unemployment, the environment;
- hopes for/excitement about e.g. new technology; possibilities of working abroad.

4.2 Publicising a social or environmental issue

- could be a simple advertisement to promote a campaign or event;
- for example, anti-smoking, anti-litter, helping old people;
- when and where;
- request for volunteers;
- what has happened to make the issue so important;
- current problems;
- how people should respond to these;
- could start from personal experience of a particular problem to draw wider conclusions.

4.3 Letter to a newspaper on a social or environmental issue

- could be letter on an issue such as:
drugs; tobacco; youth unemployment; crime; cruelty to animals;
- why your own personal experiences in the past have alerted you to the issue;
- the current situation, with personal opinions;
- what you personally are going to do;
- how you would like others to respond;
- could be in response to a local issue, etc.

4.4 My ideal future job

- could be an imaginative, amusing, totally unrealistic job (e.g. high pay, few hours, no responsibilities), could relate to the work of a pop star, a world leader, etc.;
- could be serious account of future aspirations, taking into account past experiences, current strengths, how your ideas about the ideal job have changed as you have got older, travel, responsibilities, job satisfaction, salary, helping others.

4.5 An imaginary or factual interview with someone to find out about his/her job

- the person and his/her role;
- how he/she got the job;
- qualifications/further training he/she has had or would like to have;
- the hours worked, the responsibilities involved, the person's opinion of the job;
- his/her future plans.

4.6 "I've won...!"

- what you have won
e.g. a race, a competition, a lottery;
- how you found out you had won;
- feelings when you learned you had won;
- what you did immediately afterwards;
- what will change as a result of your win;
- any problems or responsibilities arising.

4.7 Letter to a problem page

- a real or imaginative (possibly humorous) problem concerning, e.g.: appearance; money; work and studies; health;
- what has happened to cause the problem;
- the current situation;
- who is involved;
- why you need help;
- how you see the future.

21.4 Replacement Titles

As replacements for any of the titles in Section 21.3, candidates may offer as assignments (the Theme must be stated in both cases on the Candidate Record Form):

A survey

This may be submitted under any of the Themes, in the form of an opinion poll conducted amongst peers or adults, presented graphically with a written analysis of the results. This can be on any topic of interest to the candidate but should focus on the content of the chosen Theme.

E.g. (Theme 2) What is your favourite means of transport and why?

For and Against

This may be submitted under any of the Themes, but if a survey is also submitted this should be taken from a different Theme from that used for the survey. The assignment should set out the arguments for and against a particular issue. It could be written in the form of a letter, an interview between people holding different views or a discursive essay, giving a personal conclusion. Possible titles could include:

- (Theme 1) For and against living in the town or country
- (Theme 2) For and against camping or staying in a hotel
- (Theme 3) For and against different occupations
- (Theme 4) For and against the lottery

Care is needed to ensure that replacement titles are allocated to separate Themes and that the assignments submitted are from three separate Themes.

21.5 Choosing the assignments

Candidates should:

- decide on a chosen Theme and then select a specific assignment within that area;
- ensure that the choice of assignment is realistic and that source material is readily available if needed;
- make their choice in consultation with their teacher.

Teachers should:

- consider ways in which the coursework can be integrated with the rest of the Italian language course;
- consider class size and the materials available when planning the work of the group and guiding individual candidates in their choice of assignment.
- ensure that the three assignments to be submitted for each candidate are taken from three **different** Themes. It should be noted that failure to meet this requirement may result in penalties being applied. Further advice should be sought from the relevant Subject Officer.

It is not a requirement that all candidates in a teaching group should work on different assignments, with different source material. The exact pattern of work within centres will depend on the size of teaching groups, the number of teachers and the amount of source material which is available.

21.6 Sources

Depending on the interests of the candidate and the level at which he/she is working and the approach of the teacher, the following types of source material could be appropriate:

- books on aspects of life, society and institutions in Italian-speaking countries;
- articles from Italian newspapers and magazines;
- documentary material;
- radio broadcasts in Italian;
- television programmes;
- feature and documentary film including video recordings;
- personal interviews made during exchange/holiday visits;
- books compiled for the study of Italian language, life and culture;
- websites.

Candidates do not need access to all these sources in order to present work of high quality. It is important, however, for candidates to ensure that adequate source material is available where required by the particular choice of assignment.

21.7 Preparing and Producing the Assignments

Having chosen an assignment and studied whatever source material is required, the candidate should

- allocate an appropriate amount of time (in class, in private study and at home) to preparing and planning the assignment;
- make notes (using source material, if appropriate);
- select from and organise the notes;
- submit a first draft to the teacher;
- receive back from the teacher the draft accompanied by an AQA comments sheet;
- write the final piece of work **totally independently** using any source material, the notes, the first draft and the comments sheet;
- submit the piece of work and the comments sheet to the teacher.

Although the teacher will have discussed with the candidate the choice of assignment, any source material, and the plan, teachers **must not comment on or correct any language produced by the candidate once the candidate has begun to write the work to be submitted, other than by using the AQA comments sheet.**

The comments sheet may only be used to comment on a first draft. Teachers may not comment on or correct any language produced by the candidate once this first draft has been handed back to the candidate with a completed comments sheet.

The use of translation software is not permitted.

22

Assessment Criteria

22.1 Introduction

The teacher will assess each piece of work according to the detailed assessment criteria given below. In applying these criteria, teachers should note that the same standards of assessment should apply at whatever stage of the course the work is produced.

22.2 Criteria

Criteria are provided for the assessment of communication and quality of language.

Where a candidate is unable to complete a task without assistance the amount of assistance given must be taken into account in the marking of both communication and quality of language. The mark must reflect the candidate's contribution to the completion of the task. In particular, if candidates are supplied with a template whereby they only have to insert appropriate vocabulary items in order to complete a task, then the mark awarded will be at best in the 1 – 2 mark band both for communication and quality of language.

The following criteria will be used:

Communication

Marks	Degree of Communication
0	nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated
1-2	communicates a little basic information (e.g. simple facts)
3-4	some basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion)
5-6	communicates clearly quite a lot of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts
7-8	communicates a lot of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view

In each mark band, the higher of the two marks is awarded if there is strong evidence of the criteria in that band. If the evidence is more limited, the lower mark is awarded.

Quality of Language

Range/Complexity	Marks	Accuracy
Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	0	There is little, if any, evidence of understanding of the most basic linguistic structures.
The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	1	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	2	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	3	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	4	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
There is a wider range of vocabulary and structure which communicates descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	5	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	6	There are hardly any major and few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

Marks will be awarded out of 6 for each of Range/Complexity and Accuracy. The marks will be added to make a total out of 12 for Quality of Language.

22.3 Evidence to Support the Award of Marks

Teachers should keep records of their assessments during the course, in a form which facilitates the complete and accurate submission of the final assessments at the end of the course.

When the assessments are complete, the marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided. The exact design may be modified before the operational version is issued and the correct year's Candidate Record Forms should always be used.

23

Supervision and Authentication

23.1 Supervision of Candidates' Work

Candidates' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence.

At least ONE of the assignments must be produced in class time under controlled conditions. If a draft of this piece is produced, this can be done under non-controlled conditions. The candidate may have access to the same range of resources as with all other pieces of coursework. These resources must be declared. The teacher can give feedback on this draft using the Coursework Comments Sheet. The final piece of work must be completed **without** reference to the draft, comments sheet or any other resource except a bilingual dictionary. When this piece of work is submitted for moderation, it must be accompanied by the comments sheet **and** the draft piece of work, if one was produced. It must be stressed that there is no compulsion to produce a draft version, and teachers may prefer their students to produce just the actual piece of work under controlled conditions.

23.2 Guidance by the Teacher

The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the Candidate Record Form.

Any further information about the award of individual marks which may be of assistance to the moderator should also be included on the Candidate Record Form.

23.3 Unfair Practice

At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of coursework to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.

23.4 Authentication of Candidates' Work

Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions, and records details of any additional assistance.

Standardisation

24.1 Standardising Meetings

Annual standardising meetings will usually be held in the autumn term. Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:

- where there has been a serious misinterpretation of the specification requirements;
- where the nature of coursework tasks set by a centre has been inappropriate;
- where a significant adjustment has been made to a centre's marks in the previous year's examination.

Otherwise attendance is at the discretion of centres. At these meetings support will be provided for centres in the development of appropriate coursework tasks and assessment procedures.

24.2 Internal Standardisation of Marking

The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a component, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA. The centre is required to send to the moderator the Centre Declaration Sheet, duly signed, to confirm that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

25

Administrative Procedures**25.1 Recording Assessments**

The candidates' work must be marked according to the assessment criteria set out in Section 22. The marks and supporting information must be recorded in accordance with the instructions in Section 22. The completed Candidate Record Form for each candidate must be attached to the work and made available to AQA on request.

The following should accompany the sample of work

- Centre Declaration Sheet (one per centre);
- Candidate Record Form, fully completed, including bibliography (one per candidate);
- Coursework Comments Sheet (one per assignment);
- Written stimulus materials relating directly to the assignments submitted (one copy per centre, if the same material has been used with all candidates).

25.2 Submitting Marks and Sample Work for Moderation

The total component mark for each candidate must be submitted to AQA on the mark sheets provided or by Electronic Data Interchange (EDI) by the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.

25.3 Factors affecting Individual Candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.

Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.

Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

25.4 Retaining Evidence and Re-Using Marks

The centre must retain the work of all candidates, with the Candidate Record Form attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry upon results. The work may be returned to candidates after the issue of results provided that no enquiry upon result is to be made which will include re-moderation of the coursework component. If an enquiry upon result is to be made, the work must remain under secure conditions until requested by AQA.

Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.

Moderation

26.1 Moderation Procedures

Moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and the sample of work must reach the moderator by the specified date in the year in which the qualification is awarded.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of other candidates. In order to meet this possible request, centres must have available the coursework and Candidate Record Form of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order of merit.

26.2 Post-Moderation Procedures

On publication of the GCSE results, the centre is supplied with details of the final marks for the coursework component.

The candidates' work is returned to the centre after the examination with a report form from the moderator giving feedback to the centre on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

Some candidates' work may be retained by AQA for archive purposes.

Awarding and Reporting

27

Grading, Shelf-Life and Re-Sits

27.1 Qualification Titles

The qualification based on this specification has the following title:
AQA General Certificate of Secondary Education in Italian

27.2 Grading System

The qualification will be graded on an 8 point grade Scale A*, A, B, C, D, E, F, G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.

In each skill area candidates must be entered for either the Foundation tier or the Higher tier. It is not necessary for a candidate to be entered for the same tier in all four skill areas.

The result for each skill area is converted to a mark on a uniform mark scale. The ranges of uniform marks corresponding to each grade within a skill area are as follows.

A*	80-90
A	70-79
B	60-69
C	50-59
D	40-49
E	30-39
F	20-29
G	10-19

Candidates entered for a skill area at the Higher tier are eligible for all scores in the range 0-90. However, because of the way in which the Higher tier grade E 'safety net' boundary is determined, uniform marks may decrease rapidly below the raw mark grade D boundary.

Candidates entered for a skill area at the Foundation tier are eligible for scores in the range 0-59.

Candidates' uniform marks for the four skill areas are added together to give a total uniform mark on a scale of 0-360. The ranges of uniform marks corresponding to each subject grade are as follows.

A*	320-360
A	280-319
B	240-279
C	200-239
D	160-199
E	120-159
F	80-119
G	40-79

Candidates who obtain a total uniform mark less than 40 will be unclassified.

The award of a particular grade does not depend on the tier of entry for any of the skill areas, provided that the appropriate number of uniform marks have been accumulated.

27.3 Re-Sits

Individual components may not be retaken, but candidates may retake the whole qualification more than once.

27.4 Minimum Requirements

Candidates will be graded on the basis of work submitted for assessment.

27.5 Carrying Forward of Centre-Assessed Marks

Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.

27.6 Awarding and Reporting

This specification complies with the grading, awarding and certification requirements of the current *GCSE, GCE, GNVQ and AEA Code of Practice April 2007* and will be revised in the light of any subsequent changes for future years.

Appendices

A

Grade Descriptions

The following grade descriptors indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specific grade. The descriptors should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (as in section 6) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade A Candidates understand gist and identify main points and detail in a variety of types of authentic spoken language. They recognise points of view, attitudes and emotions and are able to draw conclusions.

Candidates initiate and develop conversations and discussions, and narrate events. They express and justify ideas and points of view, and produce longer sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with good pronunciation and intonation. The message is clear although there may still be some errors, especially when candidates use more complex structures.

Candidates understand gist and identify main points and detail in a variety of types of authentic texts. They recognise points of view, attitudes and emotions and are able to draw conclusions. They show an ability to understand unfamiliar language and to extract meaning from more complex language.

Candidates give information and narrate events both factually and imaginatively. They express and justify ideas and points of view. They produce longer sequences using a range of vocabulary, structure and verb tenses. Their spelling and grammar are generally accurate, and the style is appropriate to the purpose.

Grade C Candidates identify and note main points and extract details and points of view from language spoken at normal speed. The spoken texts include past and future events. They are drawn from a variety of topics which include familiar language in unfamiliar contexts.

Candidates develop conversations and simple discussions which include past, present and future events, involving the use of different tenses. They express personal opinions and show an ability to deal with some unpredictable elements. Although there may be some errors, they convey a clear message, and their pronunciation and intonation are generally accurate.

Candidates identify and extract details and points of view from authentic and simulated texts, drawn from a variety of topics and which include past, present and future events. They show an ability to understand unfamiliar language.

Candidates express personal opinions and write about a variety of topics, both factually and imaginatively, including past, present and future events and involving the use of different tenses. They use an appropriate register. The style is basic but despite some errors the writing conveys a clear message.

Grade F Candidates identify and note main points and extract some details from simple language spoken clearly at near normal speed.

Candidates take part in simple conversations showing some ability to substitute words and phrases. Their pronunciation is generally accurate, and although there may be grammatical inaccuracies, the main points are communicated.

Candidates identify main points and extract some information from short, simple texts. They use context to work out the meaning of words.

Candidates write short sentences, and respond to written texts by substituting words and set phrases. Although there may be mistakes in spelling and grammar, the main points are communicated.

B

Record Forms

Centre Declaration Sheets and Candidate Record Forms are available on the AQA website. They can be accessed via the following link: http://www.aqa.org.uk/admin/p_course.php

C

Coursework Comments Sheet

Coursework Comments Sheets are available on the AQA website in the Administration area. They can be accessed via the following link http://www.aqa.org.uk/admin/p_course.php

D

Overlaps with other Qualifications

There is a significant overlap with all qualifications at Level 2 of the clarifications framework in this subject.