

# ITALIAN

**Paper 7164/12**  
**Listening (Multiple Choice)**

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

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

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

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

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

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

### General comments

The June 2024 Listening paper consisted of 37 multiple-choice questions. Candidates need to take care when they transfer their answers onto the answer sheet and shade **one** letter for **Questions 1 to 34**, and **two** letters for **Questions 35 to 37**.

The Italian extracts heard by candidates gradually increased in terms of length and complexity and featured simple transactional exchanges, short monologues, conversations and interviews. The emphasis of the

questions moved from assessing the candidates' ability to identify information contained in short factual pieces to testing their ability to understand specific information, descriptions of events, opinions, emotions and explanations in longer extracts.

### **Comments on specific questions**

#### **Questions 1–8**

The extracts were short, straightforward interactions and many candidates answered all the questions correctly in this exercise.

In **Questions 4, 5 and 8** some candidates chose incorrect answers, perhaps because they did not recognise the words *zaino*, *anelli e orecchini* and *occhiali grandi* respectively. In **Question 6** a few candidates were not able to link the words *giardini pubblici* and *panchina* to option **B**.

#### **Questions 9–14**

Candidates heard a longer extract about a tennis holiday. Overall, candidates performed very well here.

In **Question 12** some candidates chose an incorrect option, perhaps because they did not know the word *spiaggia*.

#### **Questions 15–19**

This was a matching exercise in which candidates heard a conversation between two friends talking about five Italian cities. Most candidates performed very well here.

In **Question 16** a few candidates did not identify the key phrase *la zona vecchia* in the recorded extract and therefore did not choose the correct answer. In **Question 17** some candidates did not understand option **F** (*non ha un clima ideale*) and were therefore unable to connect it to Giulia's statement about the weather in Milan. In **Question 19** a few candidates did not realise that Venezia had *tantissimi negozi* and that it was possible to *comprare tante belle cose*, and therefore did not choose option **C** (*i negozi sono incredibili*).

#### **Questions 20–28**

Candidates heard two short interviews with two photographers – Davide and Alice – about their job. The exercise represented a step up in the incline of difficulty of the test.

In general, candidates performed well here, although some candidates struggled with some parts of this exercise. In **Question 22** some candidates did not listen carefully enough to Davide's response and chose the distractor (option **C**) instead of the correct answer (option **A**). In **Question 24** many candidates focused on the brief phrase *è uno che studia* in isolation and therefore chose option **B**. Candidates needed to listen carefully to the whole sentence; Davide explained that, in his opinion, a good photographer is one who *studia ed esamina le tecniche degli altri fotografi con cui lavora*. More careful listening would have enabled candidates to select the correct answer (option **A**).

In **Question 26** some candidates chose the distractor (option **B**) because they heard *ore di lavoro*. In **Question 27** a few candidates did not identify the word *frequentare* in the recording or in option **A**, and therefore chose one of the other options instead. In **Question 28** some candidates chose option **A**, which was the distractor.

#### **Questions 29–34**

Candidates heard a conversation between Michela and her friend Giuseppe about his job as a journalist. Many candidates answered all the questions correctly here.

A number of candidates struggled with **Question 30**. Many chose option **D**, which was a distractor, because they heard *avevo anche fatto dei corsi di inglese*. In **Question 31** Giuseppe stated that, in his opinion, when Italians are abroad they prefer familiar foods, places and shops, which linked with option **C** (*vogliono le cose che hanno in Italia*). Some candidates instead chose option **A** (*si annoiano facilmente*), perhaps thinking that *si annoiano* meant that they got annoyed rather than bored. In **Question 32** a few candidates focused on the word *studiare* in Giuseppe's phrase *per un giornalista è fondamentale leggere e studiare libri* and therefore

chose option **C** (*studia per corsi professionali*) instead of option **A**. In **Question 33** a few candidates thought that Giuseppe had become fond of either Spanish art or the Spanish language (options **A** and **C** respectively), but option **D** was the correct answer here. In **Question 34** a few candidates chose option **A** (*con grandi negozi*) because they focused on the word *negozi*. They needed to listen more carefully to understand that Giuseppe described Olbia as being *senza grandi negozi*.

### Questions 35–37

Candidates heard an interview with Carla Gianotti, a physicist. For each question in this exercise candidates had to identify **two** correct statements from a choice of five.

In **Question 35** many candidates understood that Carla liked philosophy when she was younger, but later decided to study physics instead, and therefore chose the two correct answers (option **B** and option **C**). Some candidates chose option **D** or option **E**, which contained the distractors *genitori* (option **D**) and *lavorare in Inghilterra* (option **E**); these words were also mentioned in the recorded extract.

In **Question 36** most candidates identified the first correct answer (option **A**). A few candidates chose option **B** instead because they made an incorrect link between Carla's sentence that contained the verb *capire* and the idea that physics is a difficult subject to understand (option **B**). Many candidates found the second correct answer (option **D**). Some chose option **E** instead because they made an incorrect link between earning lots and finding a job quickly.

In **Question 37** most candidates identified the two correct answers (option **C** and option **E**). A few candidates chose option **B** because they heard the word *amici*. Some candidates chose option **D** (*il primo libro di Carla ha avuto poco successo*) because they focused on the word *successo*. They needed to listen more carefully to realise that Carla's book è *stato un grande successo*.

# FOREIGN LANGUAGE ITALIAN

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Paper 7164/22

Reading

## Key messages

There is no need for candidates to express their answers using full sentences in **Question 4** and **6**. This can lead to grammatical errors which can then invalidate a previously correct answer. They should also avoid lifting large chunks from the text, as this does not demonstrate what they have in fact understood. However, appropriate and considered lifting from the text is acceptable. Moreover, candidates should be discouraged from paraphrasing excessively, as this can lead to ambiguities and a lack of precision.

Clarity is of the upmost importance when answering a question. Verbs often need to be manipulated to give a valid response, and a standalone unqualified noun is rarely adequate as an answer, instead needing to be accompanied by an article, possessive adjective, verb or preposition.

Candidates should also pay close attention to the question words at the beginning of each question. This will evidently help them with locating the correct information, but also with how to formulate their responses.

For example, a question starting with *perché* will require an answer starting with *perché* or *per*. In a similar vein, a question starting with *Di che cosa* will require an answer beginning with *di*.

## General comments

Candidates mostly showed a good understanding of the texts and were able to locate the information required to answer the questions.

Despite understanding the text well, some candidates struggled to express their answers clearly and unambiguously. Time should be spent on reinforcing the present tense of high-frequency Italian verbs, particularly *essere*, *avere* and *fare*. The accent on *è* is very important to avoid confusion with *e* (and).

Similarly, students are often required to manipulate verbs from the first to third person and they should have practice with this prior to sitting the examination.

In **Question 4**, candidates should be encouraged to read the question very carefully and not to rush their answers.

For **Question 5** and **6**, useful preparation would include learning synonyms for common adjectives and nouns. Candidates should be taught about the dangers of 'word-spotting', especially in **Question 5**, and encouraged to focus on the meaning of the whole text.

As always, legibility of handwriting is important. Examiners mark positively and will always take as much time as necessary to decipher all letter shapes, but candidates should nonetheless be encouraged to write as clearly as possible.

Teachers should study published mark schemes of past papers in order to gain an in depth understanding of the length and structure of responses required.

## Comments on specific questions

### **Question 1**

This question presented few problems.

## Question 2

Most candidates coped well with this question, although some encountered difficulties with the vocabulary in (c), as they associated *famoso pittore* with *sculture* rather than *dipinti*. Equally, in (e), a few candidates chose *informazioni* or *biglietti* as a place to buy a postcard, rather than *negozio*. In both cases, candidates should be encouraged to read the text carefully and avoid rushing.

## Question 3

This was an accessible question and was mostly very well-answered. Some candidates answered (c) incorrectly, choosing *nebbia* instead of *tempesta*.

## Question 4

- (a) Nearly all candidates managed to answer this correctly, although a very few wrote *un amico vecchio*, which changed the meaning and was not accepted.
- (b) This posed very few problems to candidates.
- (c) Candidates were required to include a verb in the correct tense in their answer, so if they simply wrote *esami*, they did not score the point.
- (d) Many candidates misinterpreted this question and answered with *alle nove*. For those who answered correctly and by using a sentence, however, tolerance was shown to the verb agreement and therefore the response *ci vuole dieci minuti* was also accepted.
- (e) This question was answered well, although it should be noted that a preposition was required in the response.
- (f) Some candidates omitted the *per* before the infinitive and were penalised for this.
- (g) This question posed few problems.
- (h) Offering *madre* as a response rather than *la commessa* was a fairly frequent error here. Note that it was important to qualify the word *commessa* with a definite article or possessive pronoun to gain the mark.
- (i) Students had few difficulties locating the answer to this question but on occasion they provided too much extra information, which invalidated their response.
- (j) This was perhaps the most problematic part of this question as candidates were required to use a past tense in their answer and some omitted this. In addition, some candidates misinterpreted the question and thought they were required to identify the *desideri futuri*.
- (k) This was mostly well-answered, although some candidates omitted either to include *per* before the infinitive or *con i genitori*.

## Question 5

This question, which required detailed comprehension and careful reading from a vocabulary-rich text, was generally well answered. Some students encountered difficulties with (c) as by linking *gruppo musicale* with *orchestra*, they answered with 1 rather than 6.

## Question 6

- (a) Quite a few candidates simply lifted from the text here: *pensando quanto è riconcente...*, but this was an inadequate answer to the question. Successful candidates were those who included *per* in their answer.
- (b) This was well-answered overall.

- (c) This was answered well mainly, although some candidates answered using the present tense, which was not accepted, or by saying '*non era realistico*', which was both ambiguous and inadequate in the information it conveyed.
- (d) Some candidates lost points here by either answering using the present tense, or by straight lifting: *non solo fisicamente duro*.
- (e) A fair few candidates struggled to manipulate the verb from the first to the third person here. Some tolerance was shown to the tense, however. Candidates who answered 'si è innamorata' tout court were not awarded the point as this was too ambiguous.
- (f) This was mostly answered well.
- (g) Candidates found this question challenging. Some failed to correctly identify the information in the text, others lifted too much information by answering with *quando mi dicono grazie persone cresciute a Roma*, while some, unfortunately, paraphrased their answer to the extent it was no longer accurate.
- (h) Strong candidates dealt very well with this, others missed out *dei (suoi) client*, which gave the erroneous impression that it was Paola herself who was opening her eyes, and therefore they did not score here.
- (i) These two questions were challenging. Aside from correctly understanding the question and locating the answer in the text, successful candidates needed to include a verb in each answer, a pronoun before *tiene*, and also the word *più*.

# ITALIAN

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Paper 7164/03  
Speaking

## Key messages

- Centres had generally prepared candidates well for the Speaking test.
- Role plays were conducted well by most examiners.
- In the topics section, some centres need to make greater use of extension questions to elicit fuller answers from candidates. Sometimes, the topic conversations were very short.
- Most examiners understood the need to adhere **precisely** to the script in the Instructions for Teachers/Examiners and not to rephrase any questions.
- Most examiners also understood the need to ask **no more than two further questions** of their own if timings were short on topic conversations.
- Centres are reminded to use the alternative questions provided in the topic conversations if a candidate does not understand the first version (and repetition) of the question.
- The randomisation grid in the Instructions for Teachers/Examiners was usually followed correctly.
- Clerical work was usually very good in centres.
- The quality of recordings was overall very good and centres were usually quick to upload their work.
- Sample sizes were generally correct and covered the full mark range.

## General comments

This year many examiners were much more familiar with the format of the test and consequently more confident in their approach to conducting it. The Speaking test is intended to be a test of **spontaneous** communicative ability. A wide range of performance was evident across the candidature and examples of performance at all levels of ability were heard.

Most centres had prepared candidates well for the format of the test and examiners were usually aware of how to conduct the test efficiently and correctly. Examiners greeted candidates using the prompts provided and nearly all examiners read the scenario for the role plays, as instructed, in Italian. Most centres followed the instructions concerning the randomisation grid correctly and understood the need to test candidates according to the prescribed order of the cards and conversation topics. Centres are reminded that the cards should be distributed according to the grid provided on pages 14–15 in the Instructions, with Card 1 given to the first candidate who takes the test and so on.

**Role plays** were generally conducted well. Centres are reminded that questions can be repeated (but **not** rephrased) once if the candidate does not answer a question or gives an ambiguous response. It is important for examiners to read the role play tasks **exactly** as printed to ensure that they are not changing the nature and level of difficulty of the tasks. It is useful to note that the role plays are not timed.

For the **topic conversations**, timings were not always appropriate. These were often too short, especially the first of the two topics. In some cases the conversations were too long. Some examiners needed to ask more **extension questions**, (e.g. *Dimmi qualcosa di più* or *Altro?*) to give candidates the opportunity to develop their answers and go beyond brief or incomplete answers which did not communicate clearly. Candidates need to understand the wordings of these extension questions so that they know when they need to give more detail. When asking extension questions, examiners should not rephrase questions as this can change the nature of the set task. Examiners must also not provide vocabulary or ideas to the candidate. In the conversations, *descrivi...* or *parlami...* are cues that indicate open questions. When responding to such questions, candidates should try to put in as much detail as possible as they are invited to develop and go beyond straightforward answers.

If a candidate does not understand the first set question in **Questions 3, 4 or 5** in the topic conversations, the examiner should repeat the first set question. If the candidate still does not understand, the examiner must then go on to ask the **alternative question**. These alternative questions give candidates another opportunity to understand the task and use easier language to test the same points. Some examiners asked the alternative questions when the candidate had already answered the first question clearly, or used the alternative questions as extension questions. This should be avoided as it can be confusing for candidates.

When there was a PAUSE between two questions in the script, most examiners observed this well and this gave candidates the time to answer the first question before being asked the second one. The pause is there intentionally to give candidates the time to process the questions and think best how to answer relevantly.

Before the tests, examiners need to have a clear idea of which questions they might use as their own further questions on each topic and make sure that further questions are not too closed in nature for more able candidates. Stronger candidates should be asked further questions that are a little more open and that give them the opportunity to say more than a brief response.

Centres are reminded that if a topic conversation lasts 3½ minutes or less, even after asking extension questions, the examiner must ask **up to two further** questions of their choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes. If, after these two further questions, the topic conversation still lasts 3½ minutes or less, the examiner must stop the conversation.

Nearly all examiners remembered to introduce the topic area in Italian at the start of each topic conversation and used Italian to link the different sections of the test.

### **Clerical checks and sample size**

In most centres, the clerical work had been completed appropriately. It is essential that all clerical work is checked carefully to ensure that candidates receive the correct mark. The mark recorded on the centre Work Mark Sheet must match the mark uploaded to the Submit for Assessment portal. When marks have been internally moderated, it is the internally moderated mark that should be uploaded to the Submit for Assessment portal.

Centres generally made efficient use of the Submit for Assessment portal and submitted their samples correctly. Centres generally understood the requirements of the sample size and samples were usually correct. Centres should ensure that work is uploaded as soon as possible after the test has taken place. Centres are reminded to consult the Samples Database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) to check how to submit their sample and the correct format of files to be submitted. Audio recordings, not video recordings, should be uploaded.

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

### **Comments on specific questions**

#### **Role plays**

Examiners generally read the scenario as instructed.

The nine role plays were accessible to candidates and set in situations in which candidates could find themselves in real life. Contexts such as arranging outings with friends, reporting a theft, buying an ice cream, discussing travel details, talking about a job and talking about a school exchange featured on the cards.

Most candidates approached the role plays well, with many scoring full or nearly full marks. Weaker candidates often showed that they could score marks for partial communication on some tasks.

The first two tasks in each role play were of a factual nature and gave candidates the opportunity to answer briefly. They did not require longer or more developed answers. Candidates mostly answered these two opening questions well. It was essential for candidates to be familiar with questioning formulations such as *a che ora? quando? dove? come?* In general, weaker candidates did not understand the interrogatives well and consequently gave irrelevant information that did not address the set task. The vocabulary used in the role play questions was straightforward. Notions of time and place were generally understood quite well.

The last three tasks in each role play were more challenging as candidates needed to demonstrate the ability to use the present, past and future tenses correctly and to give opinions and simple explanations.

Candidates and examiners should remember that, in the role plays, brief answers can be awarded full marks provided that they are appropriate and not ambiguous. A useful technique for candidates to adopt during the 10 minutes of preparation time is to think carefully about appropriate vocabulary and structures that might occur and that they might like to use in their given role play scenario. Candidates should also think about the role that they are playing and also the role assigned to the examiner in the role play that they have been given.

Many candidates understood the key question *perché?* and were usually able to give simple, relevant reasons and opinions. Across all role plays, weaker candidates generally had difficulty answering in the tense of the question, and this often made their responses ambiguous. The best responses were those in which the tense used matched the tense of the question, as this generally meant that the message was relevant and communicated unambiguously.

Card 1 was generally approached well. In Task 1, most candidates understood the question *Come ti chiami?* and answered well. In Task 2 some candidates did not understand the question *Di che nazionalità sei?*. Some attempted an answer and said the name of a country such as *Inghilterra* or *Italia* instead of an adjective to describe their nationality such as *inglese* or *italiano/italiana*. In Task 3, most candidates made a good attempt at the first part of the task. Some candidates were less successful when attempting the second part of the task (*Quando è successo?*). In Task 4, most candidates realised that they needed to say where they had been in Italy in response to the first part of the task. Weaker candidates often experienced problems using an appropriate tense when responding to the second part. In Task 5, most candidates said that they would like to see *il Colosseo*, but many found this difficult to pronounce correctly.

On Card 2, weaker candidates did not always understand Task 1 (*Quando vuoi andare?*) and said why they wanted to go to the water park rather than when they wanted to go there. Most candidates gave an appropriate answer to Task 2, but the pronunciation of *biglietti* was often unclear. In Task 3, stronger candidates often gave extended reasons for their preferred means of transport. Shorter responses such as *in macchina* or *a piedi* were perfectly adequate to address the first part of the task. Task 4 required candidates to say what they were going to do after going to the water park, and most gave a suitable response here. Task 5 sometimes needed repeating as some candidates did not understand that the question required them to use a past tense in their answer.

On Card 3, some candidates were unsure of the verb form *voglio* when responding to Task 1, and some who used it pronounced it as *voyo*, which introduced some ambiguity into their answer. Most candidates could say the number of tickets that they wanted. Task 2 was generally understood well, with most candidates able to give a day of the week. In Task 3, the question *Quanto vuoi spendere?* was not always understood and this resulted in some candidates saying how many tickets they wanted rather than how much money they wanted to spend. In Task 4, stronger candidates understood the phrase *l'ultima volta* and were generally able to produce a suitable verb in an appropriate tense, as well as an opinion to explain what their last experience at a concert had been like. On the whole, Task 5 was approached well, with weaker candidates able to express a preference and stronger candidates able to give a clear reason for their preference.

On Card 4, candidates generally made a good start and most could say how old they were. Some used the wrong auxiliary verb, *io sono 15 anni* instead of *io ho 15 anni*. In Task 2 most candidates could communicate when/on which day(s) they could work. Some candidates encountered difficulty with Task 3 when trying to give a longer explanation of why they wanted to work in an ice cream parlour. Candidates generally answered the first part of Task 4 fairly well. The second part of the task was not understood well by weaker candidates, who did not realise that they were being asked about what they had done as part of their previous summer job. Where a verb was used in a response, it needed to be expressed in a past tense in order to communicate unambiguously. Overall, Task 5 was tackled well, with most candidates able to state what job they would like to do in future, as well as give an appropriate reason for their preference.

On Card 5, candidates usually approached Tasks 1 and 2 well, with most candidates giving appropriate answers. Task 3 was tackled less well, with many responding ambiguously and not stating clearly why they wanted to use a certain means of transport. Stronger candidates could usually explain why. In Task 4, most candidates could say what they wanted to do after the visit to the castle and gave an appropriate reason. On the whole, Task 5 was handled well, with most candidates describing what they had done in Switzerland the previous day. Weaker candidates sometimes confused the tense and therefore were unable to score the full two marks available for the task.

On Card 6, Task 1 was generally answered well, as most candidates understood the word *festa*. In Task 2, most candidates could say how many people were going to the party with them. Task 3 was usually understood well, and most candidates could give their opinion of Italian food. In Task 4, stronger candidates gave details in accurate and appropriate language about where they had been and what they had seen, with many going on to explain why. Task 5 was usually tackled less confidently. Some candidates did not always understand that the question was asking what else they would like to do during their holiday.

On Card 7, candidates generally made a good start and gave a logical opening time in response to Task 1. Task 2 was also done well by most candidates. Occasionally weaker candidates found it difficult to describe where their table was. More confident candidates gave answers like *vicino alla finestra*, demonstrating that they had understood the question. In Task 3, some candidates did not understand the question *Quando puoi venire a riprenderla?*. Task 4 was usually answered well, with most candidates giving a simple reason. In Task 5, a number of candidates indicated that they would like to go to the restaurant again, and then gave an appropriate reason.

On Card 8, Task 1 (*Dove vai?*) was not always understood well, with weaker candidates saying that they were fine rather than where they were going. In Task 2, a short answer stating what time the flight was (*a che ora è il tuo volo?*) was adequate for two marks to be awarded. Any appropriate time phrases were accepted, but the number needed to be in Italian. Those who tried to formulate a longer answer sometimes used an inappropriate tense and could not therefore gain the maximum two marks available for the task. In Task 3, many candidates could say what they were going to do during the flight, but some candidates encountered difficulty here. In Task 4, stronger candidates gave one or two details about what they had bought in Venice, with most choosing items of food, drink, perfume or clothing. In Task 5, most candidates could say when they prefer to go on holiday and why.

On Card 9, weaker candidates did not always understand Task 1 (*Dove vuoi andare stasera?*), but most managed to say where they wanted to go without a time phrase. Task 2 was generally handled well. In Task 3, only stronger candidates could produce a suitable answer to the question *Come preferisci tornare a casa?*. The second part of the task was approached better, with most candidates giving a clear reason why. Task 4 was tackled more confidently, with most candidates able to say what they did when they last went out in the evening. In Task 5, some weaker candidates said what they usually did rather than what they were going to do the following morning. Some candidates had not read the scenario carefully enough and did not realise that they were staying with a host family.

### Topic conversations

Examiners are reminded to introduce the topic area in Italian just before the start of each conversation. The first three topics were based on one of the sub-topics of Areas A and B listed in the syllabus. The last four topics were based on one of the sub-topics of Areas C, D and E listed in the syllabus. All these sub-topics were familiar to candidates and a full range of performance was heard, with each conversation having its easier and more challenging questions. The first two questions in each conversation were simpler and more straightforward in nature and were set at an easier level to get the conversation started. These questions could be answered briefly and with factual language, although stronger candidates took the opportunity to give more developed responses containing relevant details. The last three questions in each conversation were more open and required candidates to communicate relevantly in past and future tenses. Each topic conversation also gave candidates the opportunity to express and justify their opinions.

Candidates need to remember to listen to the whole question and think about it carefully before answering in order to ensure that their answers are relevant. During the course of study, centres need to encourage candidates to develop their answers in a spontaneous way and also develop a range of interesting opinions by learning useful structures and phrases. Centres should also encourage candidates to develop their use of subject pronouns other than *io* as many candidates limited their conversation to the first person singular. Stronger candidates included subordination and a good range of linking phrases and conjunctions.

Topic 1 (*Cibo e bevande*) was a familiar topic for candidates. In Question 1, a few candidates did not understand *Cosa sai cucinare?*, but most found this a straightforward starter question and were able to say what they could cook. In Question 2, some candidates did not understand the question *Per chi cucini di solito?*. In Question 3, most candidates gave suitable reasons, although some responded by saying whether or not they ate fast food rather than whether or not it is important to pay attention to what you eat. In Question 4, a few candidates needed the alternative question. The phrase *un'occasione speciale* was usually understood better than the phrase *che è stato speciale*. A few candidates overlooked the idea of a special occasion and instead gave answers that were too generic, which consequently contained information

that was irrelevant to the question. In Question 5, many candidates did not understand *C'è qualcosa che vorresti cambiare delle tue abitudini alimentari?* and thought that they were being asked if they liked their diet. This led to some ambiguity and tense errors. Even when this was the case, many candidates could still provide suitable reasons for wanting to change their diet, so some relevant communication was usually achieved here.

Topic 2 (*Tempo libero e sport*) was generally approached fairly confidently. In Question 1, candidates generally knew the verb *pratichi* quite well and could say what sport(s) they did. Many candidates extended their answer and listed other sports that they liked to do. Question 2 was usually tackled well, but weaker candidates struggled to say who they liked to do sport with. Most candidates understood Question 3, but some found it difficult to use an appropriate tense. In Question 4, most candidates gave relevant and detailed answers. Some candidates answered too quickly and did not mention the disadvantages of doing sport. In Question 5, only the strongest candidates could say which sporting event they wanted to see and give a suitable reason. Many instead referred to online sporting events or said that they wanted to watch these events on television.

Topic 3 (*A casa*) was generally addressed quite well. Some candidates needed to listen more carefully to the questions because in some cases they answered too quickly and did not hear some vital words. In Question 1, some candidates did not understand *Com'è la tua casa?* and consequently gave irrelevant information such as *abito in campagna*. On the whole, Question 2 was handled well, but those who tried to talk about more than one room in the house were often unable to convey their ideas. In Question 3, most candidates could say what they had done to help at home. In Question 4, a few candidates talked about the advantages and disadvantages of living with their parents. Here, examiners could have repeated the question to focus the candidate on the set question. Most said that living with their parents was a good thing and gave several different reasons why. In Question 5, some candidates did not listen carefully enough and did not realise that they were being asked about the future (...*quando sarai adulto*). A number of candidates gave information about their local area instead. The second part of the task was usually answered better.

Topic 4 (*Lavoro e interessi*) prompted a mixed response. Questions 1 and 2 were generally understood well, with most candidates able to say what they liked to do when not studying. In Question 3, some candidates could justify their ideas and explained why it is important to have a job that you love. In Question 4, most candidates could talk about a job that they had done in the past, but some said that they had never had a job, which often limited their opportunity to extend their response. In Question 5, only the strongest candidates could use the phrase *musicista professionista* and justify their ideas.

Topic 5 (*L'ambiente*) was generally approached well and candidates seemed to be very familiar with the vocabulary associated with this topic. Questions 1 and 2 were generally answered well, with most candidates communicating relevant information. Stronger candidates were able to develop their answers beyond just mentioning a means of transport and gave reasons for why they used that particular means of transport to get to school. Stronger candidates understood Question 3 well and produced an unambiguous answer. Weaker candidates found it difficult to answer appropriately and struggled to produce a coherent response. In Question 4, nearly all candidates said that their school recycled paper and plastic, and most could extend their answer. Many candidates said that it was easier to recycle at school or that it was less boring. Candidates generally understood Question 5, but weaker candidates did not understand the word *cambierà* and needed the alternative question. A few candidates thought that they were being asked what they would be doing in the future, which was not the case.

Topic 6 (*Paesi, nazionalità e lingue*) was generally tackled well. Questions 1 and 2 were generally answered well, although some candidates did not understand *Quali...?* in Question 2 and explained why they spoke a foreign language rather than saying which languages they spoke. In Question 3, the word *viaggio* was often overlooked and candidates sometimes started instead talking about free time activities. Candidates needed to listen carefully to the whole question before starting to answer. In cases where candidates did notice the word *viaggio*, they often listed means of transport. Stronger candidates were able to give a precise description of a trip that they had been on. Question 4 provoked a full range of responses from candidates. Stronger candidates understood the phrase *altri paesi* well and could explain why they thought visiting other countries was a good idea, with most stating that it would help them improve a language or develop life skills. Some required the alternative question, but still did not always understand the question, so they talked instead about their town, which was not the focus of the question. In Question 5, not all candidates understood the phrase *di più o di meno*. In a few cases this phrase was mispronounced in the question, which made it more difficult for candidates to understand. Some candidates needed the alternative question, which contained the phrase *posti nuovi*. Most candidates could state a preference, and stronger candidates could explain their preference clearly.

Topic 7 (*Istruzione*) was handled well by most candidates. Questions 1 and 2 were generally understood well and nearly all candidates could name a relevant place and the month in which their school starts. In Question 3, some candidates did not know the word *ricreazione* and therefore gave irrelevant information in their response. Question 4 was answered quite well, with most candidates saying what they thought about their school. Weaker candidates struggled to use appropriate opinion phrases when saying what they liked about their school. In Question 5, *Che materia continuerai a studiare dopo la scuola?* was often misunderstood. Some candidates thought that they were being asked if they liked their subjects. A few candidates thought that they were being asked which subject(s) they did in the afternoon. Many candidates needed the alternative question, which meant that many were still able to give suitable reasons. Stronger candidates conveyed their opinions and justifications using an appropriate tense.

# ITALIAN

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Writing

## Key messages

- Candidates should read the questions carefully.
- On **Questions 2 and 3** candidates should address each bullet point clearly and explicitly.
- Candidates should be discouraged from introducing extraneous or irrelevant material into their answers.
- Candidates should check their work carefully.
- Candidates should ensure that their handwriting is legible.

## General comments

Overall, most candidates performed very well across the tasks, demonstrating a good grasp of the Italian language. The most common problems were:

- omitting the accent from the word è
- omitting the accent from verbs in the future tense that required it
- lifting future tense verbs from the question without making the necessary changes to the conjugation
- frequent spelling mistakes, particularly when copying out words that were printed in the question paper
- not addressing all the bullet points, or not addressing them fully
- inappropriate or incorrect use of connectives and other linking words
- incorrect adjectival agreements and syntax
- incorrect possessive adjectives
- confusion between words that have a similar spelling (for example *capello* and *cappello*)

It is worth reminding candidates that for **Questions 2 and 3** one of the criteria that they will be assessed on is task completion and level of detail included, so it is advisable to remember this when approaching each bullet point in the question.

## Comments on specific questions

### Question 1: Packing a suitcase

Most candidates tackled this question well. The most common mistakes included *passaporte* (instead of *passaporto*) and *capello* (instead of *cappello*). Some candidates did not think about what they were writing and wrote down objects that were too large to fit in a suitcase (for example *cucina*). Some candidates did not understand the word *documento* and struggled to come up with a suitable response. A number of candidates did not understand *mese della vacanza* and were unable to write down the name of a month.

In response to the fifth task some candidates wrote someone's name, for example *Giulio*, *Maria*, etc. Such answers demonstrated that candidates had understood the task and were therefore awarded the mark.

### Question 2: My favourite animal

The majority of candidates chose *cane* or *gatto* as their favourite animal. There were plenty of interesting responses to this question as many candidates gave a variety of reasons for why they liked a particular animal best. A number of candidates chose to write about a less common animal. Examples included *pinguino*, *tigre siberiana*, *giraffa*, *elefante*, *quetzal del Guatemala*, *capra*, *puma*, *leone* and *corvo*.

Overall, this question was tackled well. The most common errors included *canne* (instead of *cane*) or incorrect spellings of less common animals, for example *scualo* (instead of *squalo*) and *elephante* (instead of *elefante*). In questions like a good strategy for candidates is to choose an item (in this case, an animal) that they know how to spell.

A number of candidates used the word *capelli* instead of *pelo/peli*. Some candidates used *ce* instead of *che*, and vice versa.

Some candidates struggled to use the third person singular form of the verb *essere* in the present tense; in many cases candidates wrote *e* instead of *è*, which led to ambiguity and this therefore had an impact on the number of marks awarded.

Some candidates did not read the third bullet point carefully enough and thought that the word *documentari* was *documenti*. This resulted in responses to this bullet point that were ambiguous or irrelevant.

When responding to the fourth bullet point, a number of candidates lifted the verb form *prenderai* from the wording of the bullet point, which resulted in ambiguity in the response. Other candidates attempted a verb in the first person singular but made errors, for example *vodorei* (instead of *vorrei*) or *mi piaccerebbe* (instead of *mi piacerebbe*).

Some responses lacked connectives to link the sentences, which affected the flow of the writing. Centres should encourage candidates to use some connectives that are a little more complex such as *quindi* and *perciò* rather than relying solely on *e*, *ma* and *o*.

### Question 3(a): Traditional celebrations

This was the more popular of the two options in **Question 3**.

The first, third and fourth bullet points gave candidates a real opportunity to demonstrate their range of language as there was plenty of scope to develop the responses to these tasks. Many candidates took the opportunity to demonstrate the Italian structures and vocabulary that they knew when answering the third bullet point. Overall, the range of vocabulary and structures used in response to **Question 3(a)** was more limited than those used in response to **Question 3(b)**. Candidates could receive a maximum of 6 out of 10 for Range if they attempted complex structures and different tenses but did not use them correctly.

A number of candidates did not give a complete response to the first and/or fourth bullet points. In response to the first bullet point many said what their favourite festival or celebration was, but forgot to say why. In response to the fourth bullet point some candidates only mentioned the name of the festival or celebration, but did not link it to a specific action or episode.

Candidates sometimes struggled to use a correct form of the future tense (for example *andro*, *saro*, *sara*, *vodorei*, *faro*).

Some candidates lifted the phrase *le festeggi* from the rubric and thought it was a noun, mistaking it to mean '(the) celebrations'. As a result, they referred *le festeggi* (instead of *le feste*) throughout their response.

Some candidates did not write about a traditional celebration or festivity, and instead wrote about other things like *una partita di calcio* or *un festival di musica*.

### Question 3(b): A book

This was the less popular of the two options in **Question 3**.

The second, third and fourth bullet points gave candidates a real opportunity to demonstrate their range of language as there was plenty of scope to develop the responses to these tasks. Some candidates were able to convey in great detail, using accurate language, what they had liked about the book and why it is important to read. Compared to those who chose **Question 3(a)**, the candidates who chose **Question 3(b)** were generally able to use more complex language and a wider range of vocabulary. Candidates could receive a maximum of 6 out of 10 for Range if they attempted complex structures and different tenses but did not use them correctly.

Some candidates did not read the first bullet point carefully enough and stated only the title of the book, forgetting to mention the *tipo di libro*.

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A number of candidates wrote *piacuto* (instead of *piaciuto*), even though the word *piaciuto* appeared in the wording of the bullet point.

When responding to the fifth bullet point, a number of candidates lifted the verb forms *leggerai* and *farai* from the wording of the second bullet point. This resulted in ambiguity in the response.

Some responses went off topic and did not address all the bullet points. A few candidates spent too long on the second bullet point, writing at length and in great detail about the plot of the book. Candidates need to read each bullet point carefully before starting to write so that they can ensure that they understand what the task requires.