

FOREIGN LANGUAGE ITALIAN

<p>Paper 0535/11 Listening</p>
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There were too few candidates for a meaningful report to be produced.

FOREIGN LANGUAGE ITALIAN

Paper 0535/12
Listening

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

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

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

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

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

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

General comments

The recorded extracts in the paper consist of a variety of exchanges and speeches, which are designed to increase gradually in length and complexity.

In the first, picture-based multiple-choice task, Questions 1–8 are based on simple transactional exchanges in which the key information is usually carried by a single word; Questions 9–14, also visually based, focuses on information conveyed in phrases or short sentences in a short monologue. For Questions 15–19

candidates hear a short conversation, while the remaining tasks focused on interviews. The emphasis of the questions moves from assessing the candidates' ability to identify information contained in short factual speeches, to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts and more complex exchanges.

Comments on specific questions

Questions 1–8

In this exercise, most candidates answered all the questions correctly. However, in **Question 5** some candidates ticked the wrong options **A** and **B**, possibly because they did not recognise the word 'tenda' (correct option **D**).

Questions 9–14

Candidates heard a longer text about a visit to a castle in the countryside. The candidates performed very well. However, in **Question 9**, a few candidates did not interpret the pictures well and ticked option **D** (in the mountains) rather than the correct option **B** (in the countryside). In **Question 12**, some candidates chose the wrong option **C** (a picture showing a souvenir shop with a t-shirt [in Italian, magliette or t shirts], due perhaps to the fact that they did not recognise the word 'piante' (correct option **A**).

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends talking about their favourite musicians. The candidates performed very well.

Questions 20–28

In this exercise, the candidates heard two interviews with two friends, Stefano e Michela, talking about the subject that they intend to study at university. The exercise represented a step up in the level of difficulty of the test. For a number of questions, it was necessary to listen to the whole section to identify the correct answer. Overall the candidates performed well, although some candidates ticked the distractors which at times appeared at the beginning of each section of the interview. For instance, in **Question 21**, a number of candidates opted for the distractor option **C** 'avere più opportunità di lavoro', focusing on the words 'avere più opportunità': unfortunately, they missed the correct option **A** 'aiutare l'ambiente' when Stefano mentioned that he wished to study biology 'perché offre più opportunità di migliorare il mondo [...] ci sono diversi problemi ecologici'. In **Question 23**, a number of candidates ticked the distractor option **C** 'usa siti web seri', focussing on the noun 'siti web' which appeared right at the beginning of the section, thus missing the correct option **B** 'compra riviste di scienze' ('Ci sono molti siti web [...] ma non sono accademici. Allora io preferisco comprare riviste scientifiche' – correct option **B** 'compra riviste di scienze'. In **Question 24** a number of candidates opted for the distractor **C** 'Creare dei vlog', after hearing, at the beginning of the section, 'Recentemente ho visto dei vlog bellissimi...'. The answer was in fact option **A** 'studiare ancora per un anno', which came later and towards the end of the section, when Stefano said 'Quando finisco l'università [...] studierò per un anno per un corso di Master'.

Questions 29–34

This exercise consisted of a conversation between Caterina and Anita, who is a translator of Italian books. The exercise represented another step up in the level of difficulty of the test in which the students had to choose the one right option out of a choice of four. This exercise required the candidates to listen carefully to each section to identify the correct answer. A number of candidates ticked the distractors by focussing on the first words or phrases they heard. **Questions 29, 30, 33 and 34** in particular were challenging for weaker candidates. In **Question 29**, the correct answer came in the second part of the section, when Anita said: 'Io adesso traduco libri che parlano di relazioni sentimentali, romantiche' (option **C** 'libri d'amore'). In **Question 30** Anita stated that 'tradurre mi piace e mi rilassa[...] e mi calmo': the correct option was **D** ' [Anita trova il suo lavoro] 'spesso rilassante'. However, a number of candidates ticked option **C** 'abbastanza difficile', an incorrect option. For **Question 33**, a few candidates chose the distractor Option **B**, which was spoken at the end of the section. For **Question 34**, there was a variety of different options being ticked. A few candidates ticked option **A** 'vuole cambiare lavoro', which was an idea not mentioned in the text.

Questions 35–37

This exercise was based on an interview with Carolina d'Arpa, who had written a book about Luisa Spagnoli, an Italian business woman. For each section, the candidates had to identify two correct statements from a choice of five. In **Question 35**, a good number of candidates understood that Luisa Spagnoli was the name of a chain of clothes shops in Italy and that she created some famous chocolates (options **C–D**). However, some candidates ticked the wrong options as they contained the distractors 'città' and 'dolci'. In **Question 36**, most candidates ticked the correct option **A**, but a few missed the fact that she moved her business to a factory because her shop was too small (correct option **D**) and not 'in periferia' (incorrect option **E**). In **Question 37**, most candidates answered well and ticked the correct Option **B**. However, the second answer required very careful listening and a number of candidates ticked the phrase 'Oggi l'azienda Luisa Spagnoli usa materiali sintetici e tecnologici', when in fact Carolina stated that today the company uses 'materiali naturali ed ecologici'.

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<p>Paper 0535/21 Reading</p>
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Key messages

To maximise their chance of success on this paper, candidates should answer the questions precisely and avoid providing unnecessary information that can invalidate the answer. There is rarely a need for candidates to express their answers using full sentences in **Questions 4** and **6**. They should also avoid lifting large chunks from the text. Small amounts of extra information, if they do not invalidate the answer, can be disregarded as harmless addition but too large a chunk of text does not demonstrate location of the answer in the text.

It would be helpful to candidates to be aware that questions follow the order of the text. 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. Responses in the first person for **Questions 4** and **6** are typically incorrect.

Candidates should also pay close attention to the question words at the beginning of each question to make sure what they are being asked. This will help them with locating the content of their answers, but also with how to formulate their responses. For example, a question starting with *perché* will usually require an answer starting with *perché* or *per*.

General comments

Most candidates showed a good understanding of the texts and were able to locate the information required to answer the questions. Some candidates, despite understanding the text well, struggled to express their answers clearly and unambiguously. Time should be spent on reinforcing the present tense of high-frequency Italian verbs, particularly *essere* and *avere*. Candidates are often required to manipulate verbs from the first to third person and they should have practice with this prior to sitting the examination.

As always, legibility of handwriting is important. Examiners mark positively and will always take as much time as possible to decipher handwriting, but candidates should nonetheless be encouraged to write as clearly as they can. Teachers are recommended to review published mark schemes of past papers in order to gain an understanding of the length and structure of responses required. Candidates should be encouraged to attempt all questions and avoid leaving answers blank.

Comments on specific questions

Question 1

This question presented few problems.

Question 2

Overall, this question was answered well. However, part **2(a)** posed difficulties for some candidates, who confused *docce* with *dolce*, leading them to select F instead of the correct answer, C.

Question 3

This question was generally answered very well. On a few occasions, however, candidates responded incorrectly to part **3(d)**, interpreting *sotto casa* as referring to *a casa loro*, without considering the specific location mentioned (*osteria*). These candidates therefore selected option B instead of the correct answer.

Question 4

- (a) Some candidates incorrectly answered *in un paesino di montagna*, which refers to where Noemi spends her holidays, not Giada, as required by the question. Candidates should be instructed to make sure they check who the question is asking about.
- (b) Nearly all candidates answered this correctly.
- (c) Again, most candidates responded correctly. A small number misinterpreted *A quale età* and gave answers such as *le vacanze d'estate*.
- (d) Some candidates attempted to answer both parts of the question in the first line, and added incorrect information in the second. Others failed to correctly manipulate the verbs from the first to third person.
- (e) This was a straightforward question for candidates.
- (f) A few candidates omitted the required preposition when responding to the *Dove va* question. Prepositions are often required for a *Dove?* question.
- (g) Another straightforward question. A small number of candidates struggled with the spelling of *italiano*, though tolerance was applied here.
- (h) This question was generally well handled. However, it is worth noting that *c'è* was required to gain the mark, as it was important to avoid confusion with *e* (and).
- (i) This part posed no significant difficulty for candidates.
- (j) Quite a few candidates struggled to answer this question correctly as they wrongly manipulate the possessive pronoun from the third person (my) to the third person (her).
- (k) Few candidates omitted or used an incorrect preposition.

Question 5

This question, which required detailed comprehension from a vocabulary-rich text, was generally well answered. Some candidates encountered difficulties with **5(d)** as, having identified the word *paesaggi* as a link between the two texts, they answered with **1** rather than **8**.

Question 6

- (a) This question was generally well answered, although some candidates wrote *voglia di lasciare l'ambiente pulito*, which altered the intended meaning and therefore did not receive credit.
- (b) This was a straightforward question for most candidates.
- (c) Some candidates failed to recognise *sul litorale di Follonica* as a place and incorrectly answered with *in uno spazio di 50 metri quadrati* instead.
- (d) This part was mostly well answered. A small number of candidates, however, gave *complicata* and *costosa* – terms linked to rubbish collection, rather than the specific qualities required for carrying out waste collection.
- (e) Many candidates struggled with verb manipulation, failing to change the verb to the third person plural, as required by the question. A few also omitted the verb entirely, which meant the point could not be awarded.
- (f) A small number of candidates had difficulty with the spelling of *riciclarla*, though tolerance was applied in such cases.
- (g) Candidates dealt with this question well, although some candidates omitted the auxiliary verb and failed to gain the point.

- (h) Many candidates responded with *arrabbiata*, which describes a current emotional state. They failed to correctly manipulate the reflexive verb from the first person to the third person singular. The distinction is important, as *si è arrabbiata* conveys a process or reaction to the fact that the industrialists were not listening to her.
- (i) Those candidates who simply lifted from the text without manipulating the verbs *scriverò* and *cercherò* into the third person singular (*scriverà*, *cercherà*) did not receive the mark.

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<p>Paper 0535/22 Reading</p>
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Key messages

To maximise their chance of success on this paper, candidates should answer the questions precisely and avoid providing unnecessary information that can invalidate the answer. There is rarely a need for candidates to express their answers using full sentences in **Questions 4** and **6**. They should also avoid lifting large chunks from the text. Small amounts of extra information, if they do not invalidate the answer, can be disregarded as harmless addition but too large a chunk of text does not demonstrate location of the answer in the text.

It would be helpful to candidates to be aware that questions follow the order of the text. 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. Responses in the first person for **Questions 4** and **6** are typically incorrect.

Candidates should also pay close attention to the question words at the beginning of each question to make sure what they are being asked. This will help them with locating the content of their answers, but also with how to formulate their responses. For example, a question starting with *perché* will usually require an answer starting with *perché* or *per*.

General comments

Most candidates showed a good understanding of the texts and were able to locate the information required to answer the questions. Some candidates however, struggled to express their answers clearly and unambiguously. Time should be spent on reinforcing the present tense of high-frequency Italian verbs, particularly *essere* and *avere*. Candidates are often required to manipulate verbs from the first to third person and this is an area where targeted practice before the examination would be beneficial.

As always, legibility of handwriting is important. Examiners mark positively and will always take as much time as possible to decipher handwriting, but candidates should nonetheless be encouraged to write as clearly as they can. Teachers are recommended to review published mark schemes of past papers in order to gain an understanding of the length and structure of responses required. Candidates should be encouraged to attempt all questions and avoid leaving answers blank.

Comments on specific questions

Question 1

This question presented few problems.

Question 2

Overall, this question was answered well. However, some candidates encountered difficulties with specific parts:

In **part 2(b)**, many were unable to link *romanzo* with *libreria*, and instead selected options **D**, **E**, or **H**. In **part 2(c)**, some candidates did not associate *aspirapolvere* with *elettrodomestici*, mistakenly choosing *profumeria*. In **part 2(e)**, *regalo* proved challenging for some, with a number of candidates incorrectly selecting option **E** instead of the correct answer, **D**.

These errors suggest that a stronger grasp of topic-specific vocabulary would benefit candidates in future assessments.

Question 3

This was generally answered very well. However, there were occasional errors: in **part 3(e)**, some candidates selected option **A** instead of the correct answer, **C**. The word *piscina* acted as a distractor, as it is mentioned but not highlighted as the best feature of his new house. In **part 3(f)**, a few candidates did not associate *ieri* with *il giorno prima* and therefore selected either option **B** or **C**.

Question 4

- (a) Very few candidates omitted the required preposition or used an incorrect one.
- (b) A small number of candidates incorrectly used the present tense instead of the past tense, as required by the question.
- (c) A few candidates answered *con la cugina*, but the text states that she only sometimes goes to the stadium with her cousin and not once a week, as the question requires. Therefore, the correct answer was *con la sua amica*.
- (d) As with part **4(b)**, very few candidates used the present tense instead of the required past tense.
- (e) This was a straightforward question, which most candidates answered successfully.
- (f) Some candidates struggled with verb manipulation, failing to correctly change the verb into the third person plural, as required. Others omitted the auxiliary verb (*ha/aveva voluto provare*), which meant they could not be awarded the mark.
- (g) A small number of candidates again struggled with verb manipulation, and did not convert the verb to the third person singular (*conoscevo* instead of *conosceva*).
- (h) Several candidates answered in the present tense, which implied that Cilia is still a professional basketball player. However, the text clearly states that she *has been*, so the present perfect tense was needed to gain the mark.
- (i) This was a straightforward question for most candidates.
- (j) This item did not pose significant difficulties.
- (k) A few candidates omitted the preposition *per*, which is required when responding to a question framed as *Per quale motivo*.

Question 5

This question required detailed comprehension of a vocabulary-rich text and was, on the whole, answered well. However, several common misunderstandings emerged in specific parts:

In part **5(a)**, some candidates selected option **7**, associating *storia dell'Europa* with *Inghilterra medievale* (option **6**), rather than correctly identifying it with option **4**.

In part **5(b)**, a few candidates incorrectly linked *ridicolo* with *non ti farà ridere* (option **4**), overlooking the negative structure. The correct answer was option **3**.

In part **5(c)**, some candidates incorrectly selected option **7**, assuming a direct connection between *cucina* and *cucinare*, without considering the broader context.

In part **5(d)**, there was confusion between *storie immaginarie* and *di fantasia* (option **2**), while others chose option **5** (*dell'arte*) due to the mention of *dipingere* in the text.

In part **5(e)**, *romanzi d'amore* was mistakenly linked to option **6**, likely due to the distraction of *romanzo leggero* in the text.

Question 6

- (a) This was a straightforward question for most candidates and was generally answered well.
- (b) Very few candidates omitted the required preposition or used an incorrect one.
- (c) A number of candidates lifted *dalle loro mosse* directly from the text. However, the correct response required manipulation to *le loro mosse*, as the question asked 'what', not 'by what'.
- (d) Few candidates mentioned only that he wanted to take lessons, omitting the key detail that he wanted to learn how to dance like them.
- (e) Several candidates lifted *per allenarmi* from the text without converting it to the third person singular, as required.
- (f) Several candidates omitted part of the response needed to earn full marks, which was *un impegno a fare pratica*.
- (g) Some candidates did not identify the actual reason for the birth of hip hop. Instead, they answered *simbolo di rabbia e libertà*, which refers to what hip hop came to represent, rather than why it originated.
- (h) Several candidates lifted *per proteggerla dal pavimento* from the text without specifying what needed protection, *la testa* (the head).
- (i) Some candidates did not identify the specific advantages for Leandro and instead gave general benefits such as *fa bene al cuore/fisici* and *aiuta a comunicare emozioni/psicologici*, which were not sufficient to earn the mark.

FOREIGN LANGUAGE ITALIAN

Paper 0535/03
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, 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 quick to upload their work.
- Sample sizes were 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 its conduct. 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 correctly followed the instructions concerning the randomisation grid 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 One 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 once (but not rephrased) 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 on the first of the two topics and, in some cases, 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 and put in as much detail as possible as they are invited to develop and go beyond straightforward answers.

If a candidate does not understand **Questions 3, 4 or 5** in the topic conversations, the examiner should repeat this 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 gave candidates the time to answer the first question before asking 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 may 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 have further questions which are a little more open and which 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 very efficiently. It is essential that all clerical work is checked carefully to ensure that candidates receive the correct mark. The mark recorded on the centre WMS 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 were able to submit their samples correctly. Centres generally understood the requirements of the sample size and samples were usually correct. Please 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 to check how to submit their sample and the correct format of files to be submitted. Audio recordings and **not** video recordings should be uploaded.

Comments on specific questions

Role plays

Examiners generally read the scenario as instructed. The nine role were all set in situations in which candidates could find themselves with a speaker of Italian and were transactional in nature. Contexts such as asking for information, visiting a museum, talking to family and friends, talking about holidays, buying birthday presents, and talking about clothes featured on the cards. Most candidates approached the role plays well with many scoring good marks. The weakest candidates also showed that they could score marks for partial communication on some tasks.

The first two tasks on each card were of a very factual nature and gave candidates the opportunity to answer briefly. They did not require longer and more developed answers. Candidates mostly answered these two opening questions well. It was essential for candidates to be familiar with questioning formulations such as *Quando? Dove? Come?* Weaker candidates that did not understand these well gave irrelevant information which did not answer the set task. The vocabulary used in the role play questions was straightforward and usually notions of time and place were quite well understood.

On each card, the last three tasks were more challenging and gave candidates the opportunity to show that they could use past and future time frames correctly and give opinions and simple explanations. Candidates should remember that, on the role plays, brief answers can be awarded full marks provided they are correct and appropriate. Candidates should aim for concise answers that communicate their message clearly and without ambiguity. A useful technique for candidates to adopt in the 10-minute preparation time is to think very carefully about useful vocabulary and structures which could occur in their given role play scenario.

Candidates should also think about the person with whom they are talking, the country they are in and the role that they are playing. Many candidates understood the key question *Perché?* and were usually able to give simple relevant reasons and opinions. In each role play, weaker candidates experienced some difficulty in answering in the time frame of the question and this made their responses ambiguous. **The best**

responses heard were ones in which the time frame matched the time frame of the question as this meant the message was relevant and communicated unambiguously.

Card 1 was generally approached well by candidates. On **Task 1**, most candidates understood the question *Come posso aiutarti?* and answered quite well but on **Task 2** some students did not understand the question *Quale giorno preferisci?* On **Task 3**, most made a good attempt at the first part of the task but on the second part *Perché?* some candidates did not explain why. On **Task 4**, most realised that they needed to say *where they found the gym*. Weaker candidates experienced time frame issues and answered without using the past tense. On **Task 5**, most candidates were able to say what sport they want to do in the future.

On **Card 2**, weaker candidates did not always understand *Dove andiamo dopo la scuola?* and sometimes said *why* rather than *when*. Generally, most were able to give an appropriate answer on **Task 2** but pronunciation of *macchina* was often not clear. On **Task 3**, the stronger candidates could understand *Con chi sei andato/a?* Shorter responses such as *con la scuola* or *con amici* were equally relevant and also gained the marks. **Task 4** required candidates to say whether they prefer to visit a museum or a concert. Most were able to give a positive response here. **Task 5** sometimes needed repeating as some did not understand that the question required a future tense.

On **Card 3, Task 1**, some were unsure of the verb *fare colazione* and those who used it sometimes mispronounced which added some ambiguity to their message. Most however were able to say *when*. The cue in **Task 2** was usually well understood with most able to say what they prefer to eat. In **Task 3** *Preferisci un caffè o un succo di frutta? Part 2 Perché* was not always asked by the teacher/examiner and this sometimes meant the candidate lost marks. On **Task 4**, the stronger candidates recognised *l'ultima volta* and were able to give a verb in an appropriate time frame and also an opinion as to what the experience had been like. **Task 5** was approached well with weaker candidates being able to express a simple opinion and the stronger candidates giving a good reason for their preference.

Candidates generally made a good start to **Card 4**, and most were able to say when they want to clean the bedroom. Some used the wrong time phrase *ieri* instead of *oggi*. On **Task 2** few were able to communicate what they wanted to do first. **Task 3** proved a little more difficult for those who tried to give a fuller answer to say what they have recently done to help at home. Candidates answered **Task 4** a little more confidently. The second part of the task was also not well understood by weaker candidates who did not realise they were being asked an opinion about working in the garden or cleaning the bedroom. If a verb was used it needed to be expressed in a present time frame to communicate unambiguously. It would help candidates if they were familiar with questions that might elicit an opinion such as *preferisci?* **Task 5** was done well with most being able to state what they will do after and with whom and give an appropriate reason for their preference.

Tasks 1 and 2 on Card 5 were approached well by candidates with most being able to give appropriate answers. **Task 3** was less well done with many replying ambiguously and not stating clearly why they prefer to stay in a hotel or an apartment. The stronger candidates were able to state why. On **Task 4**, most candidates were able to state when they last went on the mountains. **Task 5** was well done with most candidates were able to say what they will do tonight and give an appropriate reason. Weaker candidates sometimes confused the time frame and only scored marks for partial completion of the task.

Card 6, Task 1 was generally answered well as most understood *Come posso aiutarti?* On **Task 2**, most were able to say how much they want to spend. **Task 3** was usually well understood, and most were able to give a sensible brief reason for their answers. On **Task 4**, the stronger candidates could give details in accurate and appropriate language about what they will do to celebrate and who with. **Task 5** was usually done a little less confidently. Some candidates did not always understand that the question was asking what they received for their birthday (*Che cosa hai ricevuto per il tuo compleanno*) rather than what they want for their birthday.

Candidates made a good start to **Card 7** and gave a logical opening time in response to **Task 1**. **Task 2** was also well done by most. Occasionally weaker candidates found difficult to describe *che dimensioni* ha il regalo? More confident candidates said *a precise dimension* showing they had understood the question. On **Task 3**, some were not able to understand the question *Che giorno vuoi che arrivi il regalo alla nonna?* **Task 4** was answered well with most able to give a simple reason. On **Task 5**, most indicated what they want to do with their grandmother and then gave an appropriate reason using the correct tense.

The first question on **Card 8**, *Buongiorno! Come posso aiutarti?* was not always well understood, with weaker candidates saying they were fine instead. On **Task 2**, a short answer stating what day (*che giorno vuoi andare?*) was adequate for 2 marks. Any time phrases were accepted but the day of the week had to be

in Italian. Those who tried longer answers sometimes answered in inappropriate time frames and could not therefore gain 2 marks. On **Task 3** most were able to state how they like to travel but some were not as successful. On **Task 4** the stronger candidates gave one or two details about which city they have recently visited. On **Task 5**, most were able to say what they will eat in Genova.

On **Card 9**, weaker candidates did not always recognise *Dimmi, cosa vuoi fare?* in **Task 1**, but most managed to say what they want to do but not what they want to wash. **Task 2** was generally done well and most were able to include the colour or other details but on **Task 3** only the stronger candidates coped well with the question asking what they will be doing whilst waiting. The second part of the task was approached better with most able to give a clear idea of why. **Task 4** was done more confidently with most saying where they prefer to buy clothes. On **Task 5**, some weaker candidates responded saying what they buy and not how many clothes they buy in one month. Some had not read the scenario clearly and had not realised that they were talking to a friend rather than being in a shop.

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 as listed in the syllabus. The last four topics were taken from one of the sub-topics in Areas C, D or E of the syllabus. All these sub-topics were familiar to candidates and a full range of performance was heard with each conversation having its easier and more challenging questions. The first two questions on each conversation were closed and straightforward in nature and were set at an easier level to start off the conversation. They could be answered briefly and with factual language, although stronger candidates took the opportunity to give more developed responses containing relevant details and this is something to encourage candidates to do. The time frame used in the first two questions was the present. The final three questions on each card were more open and required candidates to communicate relevantly in past and future time frames. Each topic conversation also gave candidates the opportunity to express opinions and give their reasons for their opinions. Each topic featured easier straightforward questions and others which were more challenging.

To help improve their performance, candidates need to be reminded to listen to the **whole** question and process it carefully before answering to ensure that their answers contain **relevant** information. Centres need to encourage candidates to try to develop their answers in a spontaneous way and also to try to develop a range of interesting opinions by learning useful structures and phrases. It is also a good thing to encourage them to develop their use of subject pronouns other than *io* as many candidates limited their conversation to the first person singular. The stronger candidates were also able to include subordination and a good range of linking phrases and conjunctions.

Topic 1, *Tempo libero* was a familiar topic for candidates. A few candidates understood *Quante volte vai al cinema, in un anno?* on **Question 1** but most found this an easy starter question. Likewise, most could say how often. **Question 2** some found difficult to understand the question *Che genere di film ti piace guardare?* On **Question 3**, most candidates were able to talk about a recent film they watched but some did not use the correct time phrases. On **Question 4**, a few candidates needed the alternative question, although some responded saying when they prefer to go to the cinema rather than why. A few candidates missed out the idea of watching TV online and instead gave answers which were too generic, consequently gave information which was irrelevant to the question. On **Question 5**, many candidates answered well.

Topic 2, *Tu e i tuoi amici* was approached confidently by candidates. On **Question 1**, candidates generally were able to say how many friends they have. On this familiar material, many were also able to go on and said why they get on well with them. **Question 2** was well done but weaker candidates struggled to describe their friends. **Question 3** most understood the question, but some found difficult to use the correct tenses.

On **Question 4**, some candidates answered too quickly and did not include what they have recently done with their friends and why. Most however gave relevant and detailed answers. On **Question 5**, only the best candidates were able to say whether they prefer to live with their friends and give a valid reason.

Topic 3, *Espressioni di tempo* was done quite well by candidates although some showed the need to listen more carefully to the question as in some cases they answered too quickly and did not hear some vital words. On **Question 1**, some did not understand *A che ora ti alzi?* consequently gave irrelevant information such as *oggi*. **Question 2** was best answered when candidates answered in a straight-forward manner with an amount of time. On **Question 3**, most were able to talk about their favourite day. On **Question 4**, most candidates were able to say when they started school but only few were able to describe the weather. Here, examiners could have repeated the question to focus the candidate on the set question. Some said I don't remember what the weather was like last September which was an acceptable answer as it showed spontaneity. On **Question 5**, some did not listen carefully and did not realise that they were being asked about seasons and not months. Unless the examiner repeated the question and set them back on course, they gave information about their favourite holidays. The second part of the task was done better.

On **Topic 4, *La spesa*** the first two questions were generally well understood with most candidates were able to say who they shop with and how often. Some repeated the idea of not liking to do the shopping with their family. On **Question 3**, some were able to justify their ideas and explaining where they prefer to do the shopping and why. **Question 4**, most were able to talk about what they have recently bought using the past but some said they did not go shopping, limiting their response. **Question 5**, only the strongest candidates were able to understand *Che genere di negozio preferisci avere dove vivi tu?* and justify their ideas.

Topic 5, *Il tempo meteorologico* was approached well by candidates who seemed to be very familiar with the vocabulary required. The first two questions were generally answered well with most able to communicate relevantly and successfully. Stronger candidates were able to develop their answers beyond a simple description of the weather and were able to include their opinions. Some understood **Question 3** well and were able to say what they did the last time it snowed. Weaker candidates found it difficult to answer correctly. **Question 4** asked whether they prefer to go on holiday in winter or summer and most could usually justify this with good arguments. Many cited it was easier to travel in the summer but it was more expensive. Candidates generally understood **Question 5**, but weaker candidates did not understand *Quando sarai grande* and needed the easier alternative question (*in futuro*). A few candidates thought that they were being asked where they want to go on holiday next year, which was the wrong message.

Topic 6, *Comunicazione e tecnologia* was approached well by candidates. **Questions 1 and 2** were generally answered well, although some candidates missed the *Quando comunichi con i tuoi amici?* in **Question 2** and talked instead about going out with friends. *Vantaggi* was often missed in **Question 3** and candidates sometimes started talking about what they do online. When the word *vantaggi* was understood by candidates, they often answered fully. Stronger candidates were able to describe advantages and disadvantages of social media. **Question 4** provided a full range of responses from candidates. The stronger candidates understood *l'ultima volta* well and could answer when they last used Internet to do their homework. Some required the alternative question but were not always fully aware of the meaning of *l'ultima volta* and didn't use the correct tense. On **Question 5**, not all understood *sito web*. This was also, in a few cases, mispronounced in the question which made it harder for a few candidates to understand. Some candidates needed to hear the alternative question which used *online* in its wording. Most could state a preference, and the stronger candidates could make a clear case for their preference.

Topic 7, *Mondo naturale* was usually approached well by most candidates. **Question 1 and Question 2** were understood well and all could name their favourite animal and say why. On **Question 3**, some did not always know the word *animali domestici* and therefore gave irrelevant information in the response. **Question 4** was quite well done with most saying when they will go to the zoo and included a relevant opinion but the weaker candidates found it more challenging to use an appropriate opinion. On **Question 5**, *Raccontami di un animale in un film o in un libro che ti è piaciuto* was often misunderstood. Some candidates thought they were being asked if they liked having pets. A few candidates answered well describing the animal in a film or book. Stronger candidates could articulate their opinions and justifications using the correct time phrases.

FOREIGN LANGUAGE ITALIAN

Paper 0535/41
Writing

Key messages

Candidates should focus on accuracy, clarity, and completeness in their responses. Mastery of specific language forms, such as verb tenses, adjectival agreements and spelling, is crucial. Candidates should ensure they fully understand the requirements of each task and address all bullet points thoroughly. Additionally, practicing the use of various connectives and complex sentence structures can enhance the quality of their answers. Attention to detail in spelling, especially for frequently misspelled words, is essential. Overall, comprehensive preparation and careful review of common pitfalls can significantly improve performance. Native Spanish speaking candidates would benefit from more work on trying to minimise the interference of the Spanish language and focus on areas of difference between the two languages as the vast majority of candidates this year still struggled with basic syntactic and lexical structures.

General comments

Overall, most candidates performed well across the tasks, demonstrating a good grasp of the language. However, several common errors were observed that hindered some candidates from achieving higher marks. These errors included incorrect use of verb tenses, especially in the case of:

- the present tense of the verb '*essere*' in the third person singular which on many occasions did not have the accent on the '*e*'
- conjugation of future tense, which again lacked the accent in the third person singular conjugation or was lifted from the questions
- the use of Spanish language-influenced structures like '*voy a + infinitive*' which was translated with '*vado a + infinitive*'.

Candidates should be reminded to pay attention to the spelling of words already given in the question paper and take care to re-produce them correctly to maximise their marks for spelling. Some candidates often missed out on points by not fully addressing the questions or bullet points provided. There was also a noticeable issue with the use of connectives and other linking words, which affected the coherence of their responses. Words in languages other than Italian (particularly Spanish and English) did not enable candidates to get marks.

Comments on specific questions

Task 1: Your missing bag and reporting it to the police

The responses were mostly relevant and candidates generally understood the task well. However, incorrect spelling of individual words and the resulting different meanings occasionally prevented the awarding of marks. There were quite a few examples of Spanish words like '*camiseta*', '*pasaporte*', '*botella*'. However, we accepted words that even if spelled wrongly did not impeded communication: '*celulare*', '*botiglia*'.

Task 2: La tua settimana

Candidates managed to give some coherent answers to the four bullet points of this task. However, there were many who still struggled with the incorrect use of the third person of the verb '*essere*' without the necessary accentuation, leading to ambiguity with the conjunction '*e*' and present tense verbs ('*cominca*', '*uscisco*', '*mangianno*', '*escoltare*', '*vadiar*'). The interference from the mother tongue is evident also in the choice of verbs like '*vestirse*', adverbs like '*luego*' which is transformed in Italian '*luogo*' or not changed at all ('*temprano*'). The biggest problem was the pronoun '*mi*' which is left as the Spanish '*me*' on many occasions

(*me piace, me piacerebbe, me visto*). Centres should focus more on this basic aspect methodically, when preparing their candidates.

Task 3

Generally speaking, candidates preferred the option **3b**. The bullet points 2 and 4 seemed to be the ones some candidates struggled with the most. Talking about volunteering and the benefit of doing it would have been a great topic to use more complex language and interesting vocabulary, but not everyone was able to do so. The candidates who opted for **3a** had also an opportunity to show off their advance Italian language when answering the third and fourth bullet points by explaining life in the neighbourhood using both *passato prossimo* and *imperfetto* tense.

The same issues encountered in **task 2** are here too: many used Spanish words or attempts at make them sounds Italian ('*disfrutare*', '*venito*', '*che lo necessita*', '*laborare*', '*paciencia*') or word for word translations of idiomatic structures from Spanish ('*aiutare a le persone*', '*ho venito a parlare*').

Candidates received a maximum of 6/10 for 'range of language' if they attempted complex structures and different tenses but did not use them correctly.

Task 3a: Il mio quartiere

Common mistakes:

- Some candidates forgot to give a clear answer for bullet point 2 and never mentioned why people love to live in their neighbourhood.
- For bullet point 5 either candidates forgot to use a conditional tense or future frame to answer the question or lifted the word '*cambieresti*' from the rubric.

Task 3b: Il volontariato

It became evident with this task that candidates found it difficult to use more abstract language to express ideas about the importance of volunteering and what they have learnt from it. Despite this, **task 3b** was chosen by the vast majority of candidates. Candidates should consider the two questions carefully to see which tasks they feel better able to answer fully according to their known vocabulary and language use in Italian. Some attempted ideas that they could express well in Spanish but did not have the Italian vocabulary to do so unambiguously.

FOREIGN LANGUAGE ITALIAN

<p>Paper 0535/42 Writing</p>
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Key messages

Overall, this June 2025 series was a successful one for the candidates who sat Paper 0535/42 or 7164/42, with many demonstrating strong communicative abilities and a good grasp of key grammatical structures. Many responses showcased confidence in using the first person to express opinions and describe actions. However, accuracy remains an area for improvement.

In particular, candidates are reminded to pay careful attention to the use of the correct person in verb conjugation. Third-person singular verbs (e.g., '*calcia*', '*nuota*') were not awarded when the task required a personal response.

Another common issue was the incorrect use of '*è*' without the accent, which impacted both communication and overall accuracy grades, especially when used to convey 'is' in the third person.

Careful reading of task rubrics is essential. In **Question 3B**, for example, many candidates missed a crucial instruction ((...) *e sull'aereo hai incontrato una persona nuova* (...)), leading to incomplete responses that affected their marks. There were some creative and original responses especially those that adhered closely to the task while showing flair and imagination. These lent themselves well to a good range of language.

General comments

Most candidates approached the tasks with enthusiasm and were able to convey personal ideas and opinions effectively. There was widespread use of appropriate vocabulary and familiar expressions, especially in the use of the first person to discuss likes and activities.

However, several recurring issues were observed:

- Use of foreign or non-standard Italian vocabulary, such as 'business', 'volley', or misspellings like '*geographia*'.
- Confusion between verb conjugations and nouns particularly in **Task 1** where verbs like '*calcia*' or '*nuota*' were used instead of the nouns '*calcio*', '*nuoto*'.
- Persistent omission of accents, especially the grave accent on '*è*', which is crucial to avoid ambiguity in many tasks. This issue notably impacted clarity in **Tasks 2** and **3**.
- Incorrect tense use, particularly answering in the present tense when the bullet point required a past tense, as observed in **Question 3a**.

Comments on specific questions

Task 1: A letter exchange with a foreign school

Although generally speaking this Task was completed well by most candidates, there were some common mistakes:

Candidates should try and avoid using foreign-derived or anglicised words that do not exist in Italian or carry a different meaning (e.g., '*Historia*', 'business', '*geographia*', '*dramma*', 'volley').

Exceptions like '*legge*' were only considered valid when they referred to the noun '*legge*' (law) in context.

Task 2: La tua camera da letto

Although the vast majority of candidates decided to go for simpler adjectives like *'grande'* and *'piccola'* to describe the bedroom, this task was answered well. The strongest candidates described their bedroom in greater detail or gave a variety of reasons why they loved their bedroom or how they would like to change it in the future.

Common Mistakes:

- Incorrect spelling of *'piccola'*, sometimes *'piccolla'* or incorrect spelling of other items you could find in their bedrooms: *'videogiocì'*, *'armari'*, *'photo'* and most notably the gender of the bedroom that became *'il mio camera da letto'*.
- Some candidates did not read the bullet point properly and forgot to respond to *'how'* they would like to change their bedroom and only answered with a more generic *'mi piacerebbe cambiare la mia camera da letto'*

In terms of structures, it was very common to see:

- Incorrect form of the conditional tense of the verb *'piacere'* with candidates lifting *'piacerebbe'* from the fourth bullet point forgetting to add the *'mi'* for the first person singular form, and therefore writing *'io piacerebbe'* or using incorrect conjugations like *'mi piacerrebbe'* amongst other examples.
- Lack of connectives to link sentences, which affected the flow of the writing. Candidates should practise using some more complex connectives like *'quindi'*, *'perciò'*, *'dunque'*, and move away from the overuse of *'e'*, *'ma'*, *'o'* in order to access higher marks.
- Confusion between *'e'* (and) and *'è'* (is).
- Incorrect use of *'cì'* and *'chì'* in nouns (e.g. *videogiocì*) or *'ce'* instead of either *'c'è'* or *'che'*.

Task 3

Generally speaking, there was a slight preference for option **3a** by candidates and candidates produced some complex language and interesting vocabulary. The strongest candidates used an impressive level of detail and language to describe the nature of problems in young people's lives and why it is important to spend time together with your friends. The candidates who opted for **3b** instead had an opportunity to demonstrate their advanced Italian structures by writing in a more creative way. One particularly notable script described an imaginative encounter with the 'me from the future' on the flight, an excellent example of creative thinking paired with linguistic competence.

Candidates were limited from reaching the top bands in the 'range of language' if they attempted complex structures and different tenses but did not use them correctly. With regard to the 'task completion' criteria, it is important to reiterate that in order to aim at the top bands of the mark scheme, all parts of the questions must be answered and this means that the extra *'quali?'* or *'perché?'* part of the bullet points needed to be addressed.

Task 3a: I ragazzi del tuo Paese

Common Mistakes:

- Incomplete answers:

This happened for Bullet point 3 in which some candidates forgot to express which problems young people face and only answered with *'sì, ci sono molti problemi nella vita dei ragazzi d'oggi'*.

- Incorrect forms of the future tense, sometimes only because of the missing accent (*'andro'*, *'saro'*, *'sara'*, *'faro'*), other times because of the influence of other languages (e.g. Spanish or French) and therefore using expressions like *'vado a + infinitive'* or conjugating the verb *'andare'* incorrectly which when employing that same structure, which created a breakdown in communication.
- Candidates generally performed well but often missed critical details in their responses, especially with Bullet point 3.
- Some candidates did not realise that the second bullet point was in the past tense and responded by using the present tense of the indicative.

Some interesting findings for this task:

- Some candidates referred to young people as '*criminali*' or used expressions like '*maranza*', indicating real-world exposure to Italian youth culture. However, while colloquial vocabulary can add authenticity, clarity and appropriateness remain vital for achieving top marks.

Task 3b: Un viaggio in aereo

Common Mistakes:

- Incomplete answers:

This happened for Bullet point 1 in which many candidates forgot to express either the why of their trip or the destination.

- Some candidates went off-topic, failing to address all bullet points, especially those who ended up writing in great detail what their holiday (if that was the reason of their trip) was like.
- Lack of attention to rubric instructions, as the meeting was supposed to occur on the plane, not after arrival. Therefore, descriptions of people met **after arriving** at the destination could not be credited as task completed for the relevant bullet point.
- A clear reference to the **flight** or **trip** was essential for full task completion of Bullet point 2 and 3.