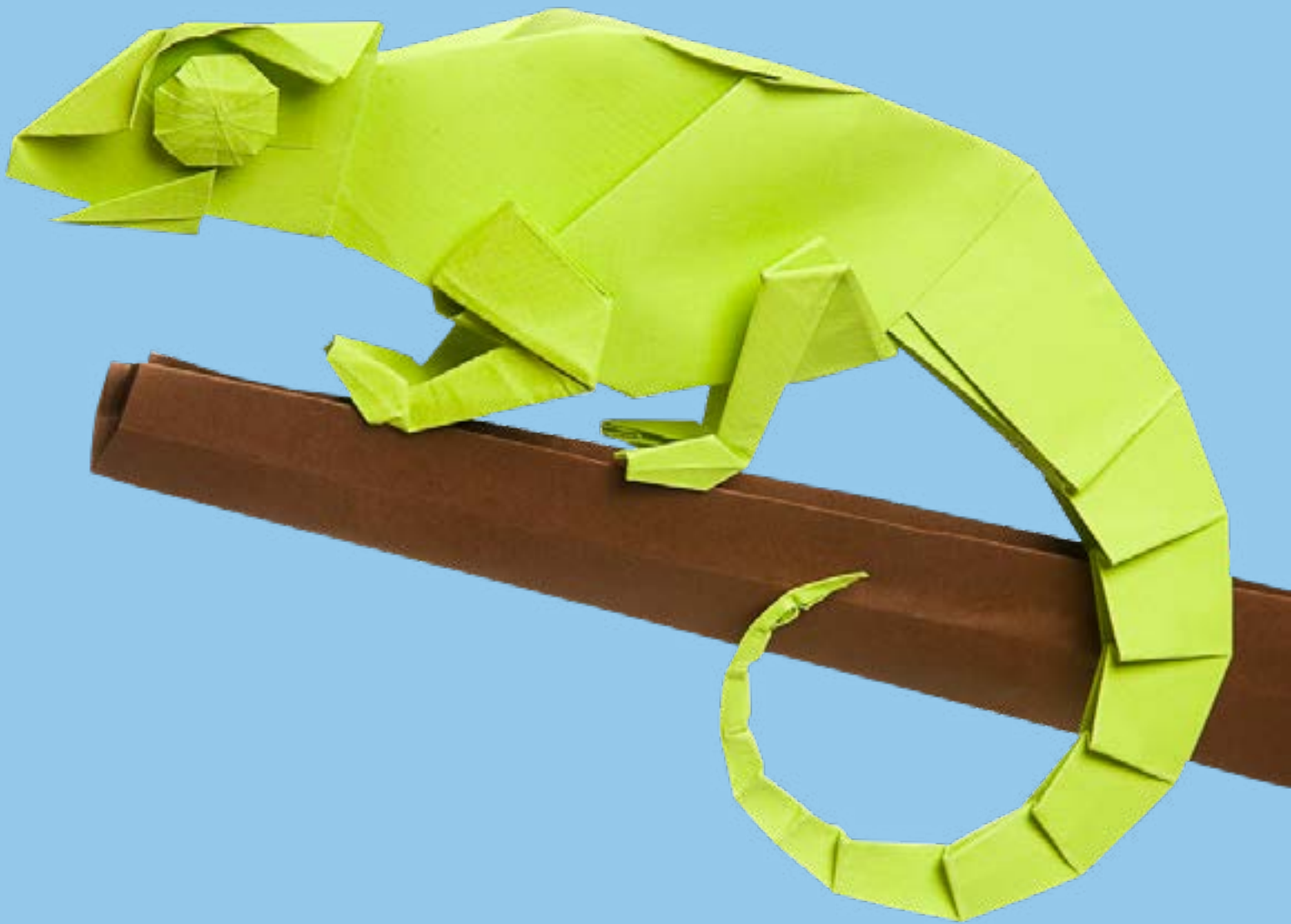


# GCSE (9-1) Italian



## Specification

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Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Italian (1IN0)

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*First teaching from September 2017*

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*First certification from June 2019*

Issue 5

# Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Italian Specification

## Issue 5 changes

Summary of changes made between previous issue and this current issue	Page number
Removal of Subject Advisor name: <i>'Our subject advisor service and online community...'</i>	3
Update to Foundation tier paper timing: <i>'Foundation tier: 1 hour 15 minutes...'</i>	6 and 39
Clarification of question titles appearing in English added: <i>'The instructions to students are in Italian. The question titles appear in English.'</i>	38
Update to Foundation tier Assessment Information for Paper 4, bullet point 5: <i>'Question 2 has two options from which students have to select one. This question assesses students on their ability to note down key points and convey information. Students must use the formal register.'</i>	39
Reference to 'GCE AS' removed in the following sentence: <i>This qualification offers a suitable progression route to GCE A level in Italian.</i>	67

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).

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# 1 Introduction

## Why choose Edexcel GCSE Italian?

We believe languages should be accessible for all students. Our new Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content.

We've listened to feedback from the languages community and have developed an engaging and inspirational course of study that will enable your students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.

### **Engaging and popular topics**

Our specification includes both familiar and new topics that you have told us you like and that motivate your students.

### **Manageable content**

Our content has been structured across five themes. This flexible programme of study allows time for a focused revision period at the end of the course.

### **Content and assessments that provide an engaging real-world focus**

The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language country. Our assessments allow for spontaneity and test grammar as well as providing plenty of opportunities for students to apply their knowledge independently, creatively and in authentic situations.

### **Straightforward assessments that are accessible to all students**

Special care has been taken to ensure that all our papers are designed to be clear and concise and, where appropriate, questions feature scaffolding to help all students' progress through the assessments confidently. Reading and listening papers are structured so that questions set in the target language are in a separate section from those questions requiring responses in English. Both papers are also structured so that they are progressive in their level of demand with the most demanding question being the final question in the paper. Translation tasks are progressive in their level of difficulty and are of appropriate demand at each tier.

### **Carefully selected texts**

We have worked closely with teachers and expert practitioners to ensure we include interesting and relevant texts at the right level for students at each tier and that will encourage the use of a wide range of texts in the classroom.

### **Clear and precise assessment criteria**

Our mark schemes have been trialled with sample student answers to ensure they reward students appropriately and that it is clear what is expected of students at each band.

### **Continuous progression**

Our content builds on the understanding developed at prior language learning experience at Key Stage 3 while also ensuring that students new to the subject are appropriately supported, and provides a firm foundation for students to make a smooth transition to A Level.

# Supporting you in planning and implementing this qualification

## Planning

- To support you in delivering this specification, our **Getting Started Guide**, available on our website, gives you an overview of the new GCSE qualification to help you to get to grips with the changes to content and assessment and to help you understand what these changes mean for you and your students.
- We will give you an editable **course planner** and **scheme of work** that you can adapt to suit your department.
- **Our mapping documents** highlight key differences between the new and 2009 qualification.

## Teaching and learning

There are lots of free teaching and learning support to help you deliver the new qualification, including:

- a guide to questions in the target language
- student guide
- online and face-to-face training events.

## Preparing for exams

We also provide a range of resources to help you prepare your students for the assessments, including:

- marked exemplars of student work with examiner commentaries

## ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students.

## Get help and support

Our subject advisor service and online community will ensure you receive help and guidance from us and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters to keep up to date with qualification updates and product and service news.

Learn more at [qualifications.pearson.com](https://www.pearson.com/qualifications)

## Qualification at a glance

### Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian consists of four externally examined papers based on the following skills: listening, speaking, reading and writing.

Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

Each paper is available at Foundation tier or Higher tier. **Students must be entered for a single tier across all papers.**

**The use of dictionaries is not permitted. For Paper 2 this includes during the preparation time.**

#### **Paper 1: Listening and understanding in Italian (\*Paper code: 1IN0/1F and 1H)**

##### ***Written examination***

***Foundation tier: 35 minutes, including 5 minutes' reading time; 50 marks***

***Higher tier: 45 minutes, including 5 minutes' reading time; 50 marks***

***25% of the total qualification***

##### **Content overview**

This paper draws on vocabulary and structures across all the themes and topics.

##### **Assessment overview**

Students are assessed on their understanding of standard spoken Italian by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open-response questions based on a recording featuring male and female Italian speakers.

Students must answer all questions in both sections.

There is no requirement for students to produce written responses in Italian.

##### ***Foundation tier***

- Section A is set in English. The instructions to students are in English.
- Section B is set in Italian. The instructions to students are in Italian.

##### ***Higher tier***

- Section A is set in Italian. The instructions to students are in Italian.
- Section B is set in English. The instructions to students are in English.

The listening audio files are available on our website.

**Paper 2: Speaking in Italian (\*Paper code: 1IN0/2F and 2H)**

***Internally conducted and externally assessed***

***Foundation tier: 7–9 minutes plus 12 minutes' preparation time; 70 marks***

***Higher tier: 10–12 minutes plus 12 minutes' preparation time; 70 marks***

***25% of the total qualification***

**Content overview**

This paper draws on vocabulary and structures across all the themes and topics.

**Assessment overview**

Students are assessed on their ability to communicate and interact effectively through speaking in Italian for different purposes and in different settings.

There are three tasks which must be conducted in the following order:

Task 1 – a role play based on one topic that is allocated by Pearson

Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson

Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.

The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.

**Paper 3: Reading and understanding in Italian (\*Paper code: 1IN0/3F and 3H)**

***Written examination***

***Foundation tier: 45 minutes; 50 marks***

***Higher tier: 1 hour; 50 marks***

***25% of the total qualification***

**Content overview**

This paper draws on vocabulary and structures across all the themes and topics.

**Assessment overview**

Students are assessed on their understanding of written Italian across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.

Students must answer all questions in each of the three sections:

Section A is set in English. The instructions to students are in English.

Section B is set in Italian. The instructions to students are in Italian.

Section C includes a translation passage from Italian into English with instructions in English.

**Paper 4: Writing in Italian (\*Paper code: 1IN0/4F and 4H)**

**Written examination**

**Foundation tier: 1 hour 15 minutes; 60 marks**

**Higher tier: 1 hour 20 minutes; 60 marks**

**25% of the total qualification**

**Content overview**

This paper draws on vocabulary and structures across all the themes and topics.

**Assessment overview**

Students are assessed on their ability to communicate effectively through writing in Italian for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Italian. The instructions to students are in Italian. Word counts are specified for each question. Students must answer all questions.

**Foundation tier** – three open-response questions and one translation into Italian.

**Higher tier** – two open-response questions and one translation into Italian.

\*See *Appendix 6: Codes* for a description of this code and all codes related to this qualification



## 2 Subject content

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian allows students to develop their ability to communicate with Italian native speakers in both speech and writing. Students will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Italian-speaking communities and countries. These contexts are listed under *Themes and topics*.

Students will need to develop and use their knowledge and understanding of Italian grammar progressively through their course of study. Grammar requirements are given in the grammar list (see *Appendix 2: Grammar list*).

To help students build on their range of vocabulary, a list is provided of words that students are expected to use and understand (see *Appendix 3: Vocabulary list*). These lists are not exhaustive but are intended as a guide; students at both tiers will be required to understand and respond to familiar words (appropriate to the tier) that are not on the lists.

### Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- develop language strategies, including repair strategies.

## Themes and topics

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

1. Identity and culture
2. Local area, holiday, travel
3. School
4. Future aspirations, study and work
5. International and global dimension.

**All themes and topics must be studied in the context of both the students' home country and that of countries and communities where Italian is spoken.**

For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language country/countries or communities in the speaking and writing papers. It is, therefore, important that students are exposed to materials relating to Italian-speaking countries throughout the course.

Each topic has been highlighted in **bold**.

**All topics must be studied in the context of both the students' home country and that of countries and communities where Italian is spoken.**

*Theme 1: Identity and culture*

- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

*Theme 2: Local area, holiday and travel*

- **Holidays**: preferences; experiences; destinations
- **Travel and tourist transactions**: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country**: weather; places to see; things to do

*Theme 3: School*

- **What school is like**: school types; school day; subjects; rules and pressures; celebrating success
- **School activities**: school trips; events and exchanges

*Theme 4: Future aspirations, study and work*

- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: further study; volunteering; training
- **Work**: jobs; careers and professions

*Theme 5: International and global dimension*

- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being 'green'; access to natural resources

# Paper 1: Listening and understanding in Italian

## Content

Students are assessed on their understanding of standard spoken Italian in a variety of scenarios.

Students will need to:

- identify the overall message, key points, details and opinions
- deduce meaning from a variety of spoken texts
- recognise the relationship between past, present and future events
- recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate
- be able to answer questions, extract information, evaluate and draw conclusions.

This paper draws on vocabulary and structures across all the themes (see *Themes and topics*).

Students are presented with recorded scenarios involving one or more speakers in public and social settings. Recordings include authentic sources and are based on the themes. Recorded material features both male and female voices and represents different age groups.

Students should be given the opportunity to become accustomed to hearing the Italian language spoken in a range of styles and registers.

Recordings for individual questions within the assessment vary in length, including both short and longer spoken passages, using both familiar language and, where appropriate, more complex language and abstract material, as appropriate to the tier.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed and build on the Key Stage 3 Programme of Study, where appropriate.

## Assessment information

- First assessment: May/June 2019.
- The assessment is out of 50 marks.
- Students must be allocated five minutes in which to read through the paper before the first extract of the recording starts. This gives students an opportunity to familiarise themselves with the length and the layout of the paper and to read the questions before hearing the first extract.
- Students will listen to the recording featuring Italian-language speakers who will speak at a rate appropriate to the expected level of student understanding.
- Each passage is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question (or part of a question) and to read the next question before the related extract is played.
- Recordings will be issued as digital sound files accessed via a secure download.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must answer all questions in both sections.
- Foundation tier
  - 35 minutes is given for the assessment, including 5 minutes' reading time.
  - Section A contains 12 questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
  - Section B contains two questions set in Italian. The question type is multiple-response. The instructions to students are in Italian.
- Higher tier
  - 45 minutes is given for the assessment, including 5 minutes' reading time.
  - Section A contains two questions set in Italian. The question type is multiple-response. The instructions to students are in Italian.
  - Section B contains eight questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
- Four of the questions will be common to both tiers.
- For both tiers, there is no requirement for students to produce written responses in Italian.
- The use of dictionaries is not permitted.

## Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Italian Sample Assessment Materials (SAMs)* document.

## Paper 2: Speaking in Italian

### Content

Students are assessed on their ability to communicate and interact effectively through speaking in Italian for different purposes.

Students will need to:

- convey information and narrate events coherently and confidently, using and adapting language for different purposes
- speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation in order to be understood by a native speaker, however they will be able to access the highest marks available for each task without a 'perfect' command of Italian.

These are assessed through a series of three consecutive tasks.

### Task 1 – Role play

The role play is an interaction requiring the student to ask and answer questions, to exchange information and to use different registers (see definition of registers beneath the *Role play mark grid* within the marking guidance section of the specification). The role play relates to either formal or informal scenarios, in turn inviting the student to use either formal or informal language relevant to the scenario. The task is set in the register that the student is required to use, so students should use that register in their responses. All role plays are marked for communication only.

The role plays are set and provided by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in Italian, General instructions to the teacher* section.

Scenarios require an exchange of information. Some scenarios are transactional in nature.

The scenarios are based on any of the topics from themes 1 to 4 (listed on page 9), i.e. **not** on the theme International and global dimension as this theme lends itself better to the picture-based task and the conversation.

### Task 2 – Picture-based task

The assessment scenario is based on any of the topics (listed on page 9). The topic is allocated by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in Italian, General instructions to the teacher* section.

This assessment allows students to:

- describe and narrate events
- give information
- express, justify and exchange opinions.

Students are required to refer to past, present and future events in this assessment at both Foundation and Higher tiers, using different timeframes.

### Task 3 – Conversation

The conversation allows students to cover all of the requirements outlined in the *Content* section on page 12, including conveying information, giving points of view, developing and initiating conversation and discussion and producing extended sequences of speech.

The conversation is based on any two themes (see *Themes and topics*) and is in two parts.

For the first part of the conversation, the student selects one topic from one theme in advance of the assessment. The choice of topic must be agreed between the student and the teacher and must be selected no later than two weeks before the assessment takes place. This part of the conversation task starts with this first topic and then may move on to other topics within the same theme.

The second part of the conversation must be on a different theme. This will be prescribed by Pearson through instructions on a sequencing grid. For an example please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in Italian, General instructions to the teacher* section.

This part of the conversation may focus on one or more topics from within the selected theme (see *page 9*).

Students are required to refer to past, present and future events in this assessment, using a range of tenses and timeframes.

## Assessment information

### General information

- First assessment: April/May 2019.
- The entire assessment must be conducted in Italian.
- Students complete three tasks.
  - Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
  - Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
  - Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by the teacher from a choice of two themes allocated by Pearson.
- Task 1 is set in the register that the student is required to use.

At the time of assessment, Pearson will issue a prescribed order per student for their role play, picture-based task and two themes for the second part of the conversation. The teacher does not choose the order of the cards. Pearson will provide instructions on sequencing and a sequencing grid. For an example please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian Sample Assessment Materials (SAMs)* document – *Paper 2: Speaking in Italian, General instructions to the teacher*, section.

This grid has been designed to help ensure that each student covers a broad range of themes from this specification.

- Assessments are conducted by centres within a five-week assessment period in April and May in any single year. Dates for the assessment period will be confirmed in the *UK Information Manual* at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break which changes each year.
- The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three working days before the prescribed five week assessment period. This is to enable the teacher to prepare for the assessment. The assessment materials in this pack must not be removed from the centre premises.
- Assessments are conducted by teachers in one session within a prescribed assessment window and then submitted to Pearson for external marking.
- Students are presented with instructions in English but must communicate entirely in Italian for the duration of the assessment.
- Complete, unedited recordings of all assessments must be submitted to Pearson via the online Learner Work Transfer (LWT) portal.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must be permitted 12 minutes' preparation time to consider the questions and stimulus cards for Tasks 1 and 2.
- Students are assessed on the quality of responses rather than length of assessment, however the assessment times are different to reflect the demand of each tier.
- All assessments are marked against assessment criteria, please see Marking Guidance for Paper 2.
- Centres must have procedures in place to verify the identity of all students at the time of the assessment and confirm this on the *Candidate speaking examination record form (CS2)* (see *Appendix 1*). Centres are required to submit to Pearson one completed CS2 form for all students for each tier.
- The use of dictionaries is not permitted during the preparation time or during the assessment.



**Foundation tier assessment time and marks**

- The total assessment for the three tasks is 7 to 9 minutes plus 12 minutes' preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
  - o Task 1 – one role play recommended to last between one to one-and-a-half minutes for 10 marks
  - o Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks
  - o Task 3 – a conversation recommended to last between three-and-a-half to four-and-a-half minutes for 36 marks.

**Higher tier assessment time and marks**

- The total assessment for the three tasks is 10 to 12 minutes plus 12 minutes' preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
  - o Task 1 – one role play recommended to last between two to two-and-a-half minutes for 10 marks
  - o Task 2 – one picture-based task recommended to last between three to three-and-a-half minutes for 24 marks
  - o Task 3 – a conversation recommended to last between five to six minutes for 36 marks.

## Preparation time

Students are allocated 12 minutes' preparation time, under supervised conditions, immediately prior to the assessment for Tasks 1 and 2. The purpose is to consider the questions and stimulus for the role play and picture-based scenarios allocated.

Students are permitted to make notes (up to a maximum of one side of A4 for both Tasks 1 and 2) during this period and they can refer to them during the role play and picture-based assessment, but not during the conversation task. Students must return their notes to the teacher before commencing Task 3 (conversation).

The notes should be for reference only and students must not read out whole, prepared sentences in answer to questions.

Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

Students cannot have access to a dictionary, or any other resource, during the preparation time.

## Task 1 – Role play

Pearson will set and provide ten different sets of role plays for each tier. Each role play consists of two cards – one for the teacher and one for the student.

### Teacher cards

The teacher cards contain instructions on how to conduct the role play and the exact questions to ask.

Each role play opens with an introduction from the teacher who then asks the first question.

### Candidate cards

The candidate cards include prompts as a guide and highlight where the candidate needs to ask a question (indicated by the symbol '?'), and where an unpredictable question is posed to them by the teacher (indicated by the symbol '!').

Students have access to this during their preparation time to help in preparing for the assessment.

Each candidate card contains instructions in English and the task is in Italian. The context of the role play is provided in both sections. Candidates must read both sections fully to support understanding of each bullet point.

**At Foundation tier**, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask one question and respond to one unpredictable question. Students are required to speak only in the present tense for four of the prompts or they may use a familiar conditional tense where it is more natural to do so.

**At Higher tier**, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask two questions and respond to one unpredictable question. Students are required to speak in the present tense for four of the prompts or they may also use a conditional tense if it is more natural to do so and respond to one question set in a past tense.

## Task 2 – Picture-based task

Pearson will provide ten different sets of picture-based tasks for each tier. Each task consists of two cards – one for the teacher and one for the student.

### Teacher cards

The teacher cards contain instructions on how to conduct this task and the five questions to ask the student. Teachers are allowed to repeat questions and use set prompts to enable students to give a developed response. They are not allowed to deviate from the set prompts.

Each task opens with the teacher asking the first question, which is based on the picture.

The first question is directly based on the picture; the remaining questions extend beyond the picture, but are based on the overall topic from which the picture is drawn, inviting an exchange of views or opinions.

### Candidate cards

**At Foundation tier**, students are provided with a picture and five bullets in Italian to help in preparing for the five questions that will be asked during the assessment. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

**At Higher tier**, students are provided with a picture and five bullets in Italian to help in preparing for the five questions that will be asked during the assessment. The final bullet is marked by the symbol '!' to denote one unpredictable question. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

## Task 3 – Conversation

The first part of the conversation opens with the topic chosen by the student. The student may choose to focus on any aspect(s) of the topic as each has a number of different features. For example, a student who has selected the topic *What school is like* may:

- choose to focus on 'school types' and 'rules and pressures', or
- choose to focus only on 'rules and pressures'.

To enable them to make a confident start, the teacher should allow the student to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.

The teacher continues the conversation on the chosen topic and then may move on to other topics within the same theme, if necessary, to ensure that students use the recommended time for this task most effectively.

The second part of the conversation is based on a different theme allocated by Pearson and covers any of the topics across that single theme.

Teachers must ensure that **an equal amount of time** is allocated to both parts of the conversation.

Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher should enable students to:

- answer questions freely, in turn allowing them to produce extended sequences of speech
- develop conversations and discussions
- give and justify own thoughts and opinions
- refer to past, present and future events.

## Administration and general information about the conduct of the speaking assessment

### Preparation time and notes for Tasks 1 and 2 only

- The notes made during the preparation time should be a reference only, and students should not read out whole, prepared sentences.
- The preparation time **must** be supervised. It can take place either in the examination room with the teacher or outside of the room with an invigilator.
- Students are not permitted to write on the candidate cards.
- Students must return their notes and candidate cards to the teacher at the end of the second task (picture-based task).
- Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- Students cannot have access to a dictionary, or any other resource, during the preparation time.

### Sample assessment materials

Sample candidate and teacher cards for the role-play and picture-based tasks and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Italian Sample Assessment Materials (SAMs)* document.

Marking guidance and assessment criteria are also provided in this document.

## Marking guidance for Paper 2: Speaking in Italian

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

### General guidance on using levels-based mark schemes

#### Step 1 Decide on a band

- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

#### Step 2 Decide on a mark

- Once they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.

## Assessment criteria for the Foundation tier – Part 1

### Role play – Foundation tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous <b>OR</b> pronunciation prevents communication
1	Partially clear/ambiguous <b>OR</b> partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

Exemplification of how to apply the role-play mark grid can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian Sample Assessment Materials (SAMs)* document.

#### Additional guidance

**Appropriate:** relevant response related to the prompt, uses appropriate register for the scenario.

**Informal register** includes language that students would use with friends and people of a similar age such as endearments and informal greetings and forms of address where appropriate. Informal register also requires the use of the informal structures when using, for example, verbs and possessive adjectives.

**Formal register** includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. Formal register includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives

**Partially clear/pronunciation may affect clarity of communication:** makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

## Assessment criteria for the Foundation tier – Part 2

### Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

#### Picture-based task: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none"><li>• Limited response to set questions, likely to consist of single-word answers</li><li>• Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond</li><li>• A straightforward opinion may be expressed but without justification</li><li>• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication</li></ul>
5–8	<ul style="list-style-type: none"><li>• Responds briefly to set questions, there is much hesitation and continuous prompting needed</li><li>• Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond</li><li>• Straightforward, brief opinions are given but without justification</li><li>• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication</li></ul>
9–12	<ul style="list-style-type: none"><li>• Responds to set questions with some development, some hesitation and some prompting necessary</li><li>• Some effective adaptation of language to describe, narrate and inform in response to the set questions</li><li>• Expresses opinions with occasional, brief justification</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</li></ul>
13–16	<ul style="list-style-type: none"><li>• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary</li><li>• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions</li><li>• Expresses opinions and gives justification with some development</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</li></ul>

#### Additional guidance

**Adaptation of/adapting language to describe, narrate and inform:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

**Straightforward** opinions and justification are those that form part of a minimum/standard/predictable response.

### Picture-based task: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>Limited accuracy when responding to set questions; minimal success when referring to past, present and future events</li><li>Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation</li></ul>
3–4	<ul style="list-style-type: none"><li>Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity</li><li>Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning</li></ul>
5–6	<ul style="list-style-type: none"><li>Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity</li><li>Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed</li></ul>
7–8	<ul style="list-style-type: none"><li>Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity</li><li>Responses are generally coherent although errors occur that occasionally hinder clarity of communication</li></ul>

#### Additional guidance

**Errors:** the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



## Assessment criteria for the Foundation tier – Part 3

### Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

#### Conversation: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Communicates limited information relevant to the topics and questions</li><li>• Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification</li><li>• Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary</li><li>• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates brief information relevant to the topics and questions</li><li>• Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification</li><li>• Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary</li><li>• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication</li></ul>
7–9	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech</li><li>• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification</li><li>• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</li></ul>
10–12	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with some extended sequences of speech</li><li>• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified</li><li>• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</li></ul>

### **Additional guidance**

**Uses language creatively** – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

## Conversation: interaction and spontaneity – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question</li><li>• Short, undeveloped responses, many incomplete</li><li>• Isolated examples of ability to sustain communication, pace is slow and hesitant throughout</li></ul>
4–6	<ul style="list-style-type: none"><li>• Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question</li><li>• Short responses, any development depends on teacher prompting</li><li>• Limited ability to sustain communication, pace is mostly slow and hesitant</li></ul>
7–9	<ul style="list-style-type: none"><li>• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted</li><li>• Occasionally able to initiate and develop responses independently but regular prompting needed</li><li>• Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation</li></ul>
10–12	<ul style="list-style-type: none"><li>• Responds spontaneously to some questions, interacting naturally for parts of the conversation</li><li>• Sometimes able to initiate and develop the conversation independently, some prompting needed</li><li>• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation</li></ul>

### Additional guidance

**Rephrasing/repair strategies:** strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

**Responds/responding spontaneously:** gives a relevant, impromptu response based on what they have heard.

**Rehearsed language:** language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).

## Conversation: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Uses straightforward, individual words/phrases; limited evidence of language manipulation</li><li>• Limited accuracy, minimal success when referring to past, present and future events</li><li>• Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation</li></ul>
4–6	<ul style="list-style-type: none"><li>• Uses straightforward, repetitive, grammatical structures</li><li>• Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity</li><li>• Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning</li></ul>
7–9	<ul style="list-style-type: none"><li>• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures</li><li>• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity</li><li>• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed</li></ul>
10–12	<ul style="list-style-type: none"><li>• Manipulates grammatical structures with occasional variation, complex structures used but repetitive</li><li>• Generally accurate grammatical structures, generally successful references to past, present and future events</li><li>• Generally coherent speech although errors occur that sometimes hinder clarity of communication</li></ul>

### Additional guidance

**Complex grammatical structures** are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Assessment criteria for the Higher tier – Part 1

### Role play – Higher tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous <b>OR</b> pronunciation prevents communication
1	Partially clear/ambiguous <b>OR</b> partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

Exemplification of how to apply the role-play mark grid can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Italian Sample Assessment Materials (SAMs)* document.

#### Additional guidance

**Appropriate:** relevant response related to the prompt, uses appropriate register for the scenario.

**Informal register** includes language that students would use with friends and people of a similar age such as endearments and informal greetings and forms of address where appropriate. Informal register also requires the use of the informal structures when using, for example, verbs and possessive adjectives.

**Formal register** includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. Formal register includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

**Partially clear/pronunciation may affect clarity of communication:** makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

## Assessment criteria for the Higher tier – Part 2

### Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

#### Picture-based task: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none"><li>• Responds to set questions with some development, some hesitation and some prompting necessary</li><li>• Some effective adaptation of language to describe, narrate and inform in response to the set questions</li><li>• Expresses opinions with occasional, brief justification</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</li></ul>
5–8	<ul style="list-style-type: none"><li>• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary</li><li>• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions</li><li>• Expresses opinions and gives justification with some development</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</li></ul>
9–12	<ul style="list-style-type: none"><li>• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary</li><li>• Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions</li><li>• Expresses opinions effectively and gives justification which is mostly developed</li><li>• Pronunciation and intonation are intelligible and predominantly accurate</li></ul>
13–16	<ul style="list-style-type: none"><li>• Responds to the set questions with consistently fluent and developed responses</li><li>• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions</li><li>• Expresses opinions with ease and gives fully-developed justification</li><li>• Pronunciation and intonation are consistently accurate and intelligible</li></ul>

#### Additional guidance

**Adaptation of language to describe, narrate and inform:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

### Picture-based task: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity</li><li>• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed</li></ul>
3–4	<ul style="list-style-type: none"><li>• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity</li><li>• Responses are generally coherent although errors occur that occasionally hinder clarity of communication</li></ul>
5–6	<ul style="list-style-type: none"><li>• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions</li><li>• Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication</li></ul>
7–8	<ul style="list-style-type: none"><li>• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions</li><li>• Responses are coherent, any errors do not hinder the clarity of the communication</li></ul>

#### Additional guidance

**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



## Assessment criteria for the Higher tier – Part 3

### Conversation – Higher tier (36 marks)

There are three mark grids to be applied to this task:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

#### Conversation: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech</li><li>• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification</li><li>• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary</li><li>• Pronunciation and intonation are intelligible, occasional inaccuracies affect clarity of communication</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with some extended sequences of speech</li><li>• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified</li><li>• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</li></ul>
7–9	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech</li><li>• Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions</li><li>• Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes</li><li>• Pronunciation and intonation are intelligible and predominantly accurate</li></ul>
10–12	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech</li><li>• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions</li><li>• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes</li><li>• Pronunciation and intonation are consistently accurate and intelligible</li></ul>

### **Additional guidance**

**Uses language creatively:** examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

### Conversation: interaction and spontaneity – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted</li><li>• Occasionally able to initiate and develop responses independently but regular prompting needed</li><li>• Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation</li></ul>
4–6	<ul style="list-style-type: none"><li>• Responds spontaneously to some questions, interacting naturally for parts of the conversation</li><li>• Sometimes able to initiate and develop the conversation independently, some prompting needed</li><li>• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation</li></ul>
7–9	<ul style="list-style-type: none"><li>• Responds to most questions spontaneously, resulting in mostly natural interaction</li><li>• Mostly able to initiate and develop the conversation independently</li><li>• Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation</li></ul>
10–12	<ul style="list-style-type: none"><li>• Responds spontaneously and with ease to questions, resulting in natural interaction</li><li>• Consistently able to initiate and develop the conversation independently</li><li>• Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow</li></ul>

#### Additional guidance

**Respond(s) spontaneously:** gives a relevant, impromptu response based on what they have heard.

**Rephrasing/repair strategies** are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

## Conversation: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures</li><li>• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity</li><li>• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed</li></ul>
4–6	<ul style="list-style-type: none"><li>• Manipulates grammatical structures with occasional variation, complex structures used but repetitive</li><li>• Generally accurate grammatical structures, generally successful references to past, present and future events</li><li>• Generally coherent speech although errors occur that sometimes hinder clarity of communication</li></ul>
7–9	<ul style="list-style-type: none"><li>• Manipulates a variety of grammatical structures, some variety of complex structures</li><li>• Predominantly accurate grammatical structures, mostly successful references to past, present and future events</li><li>• Predominantly coherent speech; errors occur but they rarely hinder clarity of communication</li></ul>
10–12	<ul style="list-style-type: none"><li>• Manipulates a wide variety of grammatical structures, frequent use of complex structures</li><li>• Consistently accurate grammatical structures, consistently successful references to past, present and future events</li><li>• Fully coherent speech; any errors do not hinder the clarity of the communication</li></ul>

### Additional guidance

**Complex** grammatical structures are considered to be:

- all grammar and structures included in the grammar list that are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective.
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Paper 3: Reading and understanding in Italian

### Content

Students are assessed on their understanding of written Italian across a range of different types of texts.

Students need to:

- identify the overall message, key points, details and opinions in texts
- deduce meaning from a variety of written texts
- recognise the relationship between past, present and future events
- understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning
- recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to extract information and answer questions.

This paper draws on vocabulary and structures across all the themes (see *Themes and topics*).

Texts for individual questions within the assessment use high-frequency language and vary in length, including both short- and longer written passages. Texts include authentic sources that introduce more complex language and unfamiliar materials.

The range of text types include:

- advertisements, emails, letters, articles and literary texts
- a short passage to be translated from Italian into English.

Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level – from letters, short stories, novels or plays to contemporary and historical sources. Students are also expected to translate a short passage of written Italian into English to demonstrate an ability to transfer meaning accurately into English.

Scenarios in the texts are set either at home or, more frequently, in an Italian-speaking country, allowing students to develop appropriate cultural awareness and understanding.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed, building on the Key Stage 3 Programme of Study, where appropriate.

Students should be presented with Italian language in a range of styles or registers and in a variety of different contexts, as appropriate to their age and level of understanding. Students should also be presented with different fonts and formats, for example short, printed messages, articles and email messages.

### Assessment information

- First assessment: May/June 2019.
- The assessment time is:
  - Foundation tier – 45 minutes in length
  - Higher tier – 1 hour in length.
- The assessment is out of 50 marks.
- The assessment consists of 10 questions.
- Students must answer all questions from each of the three sections.
- Students are required to respond to questions based on passages of text from a range of sources. Each question is set in a context drawn from the themes.

- Section A has six questions set in English. Question types comprise both multiple-response and short-answer open response questions. The instructions to students are in English.
- Section B contains three questions set in Italian. The instructions to students are in Italian:
  - o for the Foundation tier there are three multiple-response questions
  - o for the Higher tier, there are two multiple-response questions and one short-answer open-response question.
- Section C contains one translation passage from Italian into English. The instructions to students are in English.
- Four of the questions are common to both tiers.
- The use of dictionaries is not permitted.

### **Sample assessment materials**

A sample paper and mark scheme for this paper can be found in *the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Italian Sample Assessment Materials (SAMs)* document.

## Paper 4: Writing in Italian

### Content

Students are assessed on their ability to communicate effectively through writing in Italian.

Students need to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

### Assessment information

- First assessment: May/June 2019.
- The assessment is out of 60 marks.
- Each question is set in a context drawn from the themes and topics. The assessment tasks feature general content that is familiar and accessible to all students.
- Students are required to produce responses of varying lengths and types to express facts, ideas and opinions in Italian.
- The length of each response required and complexity of language increases across the paper. Recommended word counts are specified for each question. Students will not be penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullets.
- One question is a translation of a short passage from English into Italian.
- All assessments are marked against assessment criteria, please see *Marking guidance for Paper 4: Writing in Italian*.
- The instructions to students are in Italian. The question titles appear in English.
- The use of dictionaries is not permitted.



- *Foundation tier*
  - o The assessment time is 1 hour and 15 minutes in length.
  - o The paper consists of three open questions and one translation from English into Italian.
  - o Students must answer all questions.
  - o Question 1 assesses students on their ability to write to describe and to express opinions.
  - o Question 2 has two options from which students have to select one. This question assesses students on their ability to note down key points and convey information. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Italian*.
  - o Question 3 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Italian*. This question is common to the Higher tier.
  - o Question 4 is the translation question. Students are required to translate five sentences from English to Italian. The sentences are ordered by increasing level of difficulty.
- *Higher tier*
  - o The assessment time is 1 hour and 20 minutes in length.
  - o The paper consists of two questions and one translation from English into Italian.
  - o Students must answer all questions.
  - o Question 1 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Italian*. This question is common to the Foundation tier.
  - o Question 2 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Italian*.
  - o Question 3 is the translation question. Students are required to translate a short paragraph from English into Italian. The individual sentences are ordered by increasing level of difficulty.

## Sample assessment materials

A sample question paper and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian Sample Assessment Materials (SAMs)* document.

Marking guidance and assessment criteria are also provided in this document.

## Marking guidance for Paper 4: Writing in Italian

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

### General guidance on using levels-based mark schemes

#### Step 1 Decide on a band

- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

#### Step 2 Decide on a mark

- Once they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.

## Assessment criteria for the Foundation tier

### Question 1 – Foundation tier (12 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 1: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Some relevant, basic information without development</li><li>• Uses language to inform, give short descriptions and express opinions with limited success</li><li>• Uses limited selection of common, familiar vocabulary and expression with frequent repetition</li></ul>
3–4	<ul style="list-style-type: none"><li>• Mostly relevant information, minimal extra detail</li><li>• Uses language to give short descriptions, simple information and opinions with variable success</li><li>• Uses small selection of common, familiar vocabulary and expression with some repetition</li></ul>
5–6	<ul style="list-style-type: none"><li>• Relevant information with occasional extra detail</li><li>• Uses language to give short descriptions, simple information and opinions with some success</li><li>• Uses small selection of common, familiar vocabulary and expression with little repetition</li></ul>

## Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Produces simple, short sentences in isolation</li><li>• Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed</li></ul>
3–4	<ul style="list-style-type: none"><li>• Produces simple, short sentences with little linking</li><li>• Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning</li></ul>
5–6	<ul style="list-style-type: none"><li>• Produces simple sentences with some linking</li><li>• Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication</li></ul>

### Additional guidance

***Straightforward*** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective.
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Question 2 – Foundation tier (16 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see *Additional guidance*).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 2: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Limited information given likely to consist of single words and phrases</li><li>• Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down</li><li>• Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts</li><li>• Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression</li></ul>
3–4	<ul style="list-style-type: none"><li>• Some brief information given, basic points made without development</li><li>• Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down</li><li>• Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts</li><li>• Occasional appropriate use of register and style</li></ul>
5–6	<ul style="list-style-type: none"><li>• Some relevant information given appropriate to the task, basic points made with little development</li><li>• Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained</li><li>• Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material</li><li>• Mostly appropriate use of register and style, mostly sustained</li></ul>
7–8	<ul style="list-style-type: none"><li>• Relevant information given appropriate to the task, basic points made with some development</li><li>• Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas</li><li>• Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material</li><li>• Appropriate use of register and style sustained</li></ul>

### **Additional guidance**

***Independently selected vocabulary and expression:*** students may use key words from the stimulus material but to demonstrate their knowledge of vocabulary and ability to express themselves independently they must be able to use vocabulary and expression that is not in the stimulus material.

***Register and style definition: formal*** register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.

## Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> <li>• Repetitive use of minimal selection of straightforward grammatical structures</li> <li>• Produces individual words/set phrases</li> <li>• Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Use of a restricted range of straightforward grammatical structures, frequent repetition</li> <li>• Produces simple, short sentences, which are not linked</li> <li>• Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, some repetition</li> <li>• Produces simple, short sentences; minimal linking</li> <li>• Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, occasional repetition</li> <li>• Produces predominantly simple sentences occasionally linked together</li> <li>• Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication</li> </ul>

### Additional guidance

***Straightforward*** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

***Errors***: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements.
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective.
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



### Question 3 – Foundation tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 3: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> <li>Communicates brief information relevant to the task with little development</li> <li>Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification</li> <li>Expresses straightforward thoughts and ideas; uses common, familiar language with repetition</li> <li>Variable use of appropriate register and style</li> </ul>
4–6	<ul style="list-style-type: none"> <li>Communicates information relevant to the task, with development of the occasional key point and idea</li> <li>Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful</li> <li>Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language</li> <li>Appropriate use of register and style is evident but with inconsistencies</li> </ul>
7–9	<ul style="list-style-type: none"> <li>Communicates information relevant to the task, with development of some key points and ideas</li> <li>Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions</li> <li>Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language</li> <li>Appropriate use of register and style is evident but with occasional inconsistency</li> </ul>
10–12	<ul style="list-style-type: none"> <li>Communicates information relevant to the task with expansion of key points and ideas</li> <li>Effective adaptation of language to narrate, inform, interest and give convincing personal opinions</li> <li>Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language</li> <li>Appropriate use of register and style throughout with minimal inconsistency</li> </ul>

#### Additional guidance

**Creative language use** – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

**Register and style definition: informal** register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

**Adaptation of language to narrate, inform, interest and give convincing opinions:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

### Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, some repetition</li> <li>• Produces brief, simple sentences, limited linking of sentences</li> <li>• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Uses mostly straightforward grammatical structures, occasional repetition</li> <li>• Produces occasionally extended sentences linked with familiar, straightforward conjunctions</li> <li>• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Different examples of straightforward grammatical structures are evident</li> <li>• Produces some extended sentences that are linked with familiar, straightforward conjunctions</li> <li>• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Some variation of grammatical structures, occasional complex structure</li> <li>• Produces frequently extended sentences, well linked together</li> <li>• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication</li> </ul>

#### Additional guidance

**Complex** grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures is considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Question 4 – Foundation tier (12 marks)

### Translation mark grids and example responses

**Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.**

Mark	Descriptor
0	No rewardable material
1	<ul style="list-style-type: none"><li>• Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed</li></ul>
2	<ul style="list-style-type: none"><li>• Meaning fully communicated with occasional errors that do not hinder clarity</li></ul>

**Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.**

Mark	Descriptor
0	No rewardable material
1	<ul style="list-style-type: none"><li>• Some words are communicated but the overall meaning of the sentence is not communicated</li></ul>
2	<ul style="list-style-type: none"><li>• The meaning of the sentence is partially communicated</li><li>• Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed</li></ul>
3	<ul style="list-style-type: none"><li>• The meaning of the sentence is fully communicated</li><li>• Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity</li></ul>

#### Additional guidance

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Assessment criteria for the Higher tier

### Question 1 – Higher tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

## Question 1: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> <li>Communicates brief information relevant to the task with little development</li> <li>Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification</li> <li>Expresses straightforward thoughts and ideas; uses common, familiar language with repetition</li> <li>Variable use of appropriate register and style</li> </ul>
4–6	<ul style="list-style-type: none"> <li>Communicates information relevant to the task, with development of the occasional key point and idea</li> <li>Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful</li> <li>Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language</li> <li>Appropriate use of register and style is evident but with inconsistencies</li> </ul>
7–9	<ul style="list-style-type: none"> <li>Communicates information relevant to the task, with development of some key points and ideas</li> <li>Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions</li> <li>Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language</li> <li>Appropriate use of register and style is evident but with occasional inconsistency</li> </ul>
10–12	<ul style="list-style-type: none"> <li>Communicates information relevant to the task with expansion of key points and ideas</li> <li>Effective adaptation of language to narrate, inform, interest and give convincing personal opinions</li> <li>Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language</li> <li>Appropriate use of register and style throughout, with minimal inconsistency</li> </ul>

### Additional guidance

**Creative language use:** examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.



**Register and style definition: informal** register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

**Adaptation of language to narrate, inform, interest and give convincing opinions:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

## Question 1: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, some repetition</li> <li>• Produces brief, simple sentences, limited linking of sentences</li> <li>• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Uses mostly straightforward grammatical structures, occasional repetition</li> <li>• Produces occasionally extended sentences linked with familiar, straightforward conjunctions</li> <li>• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Different examples of straightforward grammatical structures are evident</li> <li>• Produces some extended sentences that are linked with familiar, straightforward conjunctions</li> <li>• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Some variation of grammatical structures, occasional complex structure</li> <li>• Produces frequently extended sentences, well linked together</li> <li>• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication</li> </ul>

### Additional guidance

**Complex** grammatical structures are considered to be:

- all grammar and structures included in the grammar list that are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Question 2 – Higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see *Additional guidance*).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 2: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none"> <li>• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas</li> <li>• Some effective adaptation of language to narrate, inform, interest/convince</li> <li>• Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language</li> <li>• Appropriate use of register and style with the occasional inconsistency</li> </ul>
5–8	<ul style="list-style-type: none"> <li>• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas</li> <li>• Frequently effective adaptation of language to narrate, inform, interest/convince</li> <li>• Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language</li> <li>• Appropriate use of register and style with few inconsistencies</li> </ul>
9–12	<ul style="list-style-type: none"> <li>• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas</li> <li>• Mostly effective adaptation of language, to narrate, inform, interest/convince</li> <li>• Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language</li> <li>• Predominantly appropriate use of register and style</li> </ul>
13–16	<ul style="list-style-type: none"> <li>• Communicates detailed information relevant to the task, with consistently effective development of key points and ideas</li> <li>• Consistently effective adaptation of language to narrate, inform, interest/convince</li> <li>• Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language</li> <li>• Consistent use of appropriate register and style throughout</li> </ul>

### **Additional guidance**

***Creative use of language:*** examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

***Individual*** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

***Adaptation of language to narrate, inform, interest/convince:*** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

***Register and style definition: formal*** register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.

## Question 2: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> <li>• Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language</li> <li>• Occasional sequences of fluent writing, occasionally extended, well-linked sentences</li> <li>• Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Some variation of grammatical structures, including some repetitive instances of complex language</li> <li>• Prolonged sequences of fluent writing, some extended, well-linked sentences</li> <li>• Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• Uses a variety of grammatical structures including some different examples of complex language</li> <li>• Predominantly fluent response; frequent extended sentences, mostly well linked</li> <li>• Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• Uses a wide variety of grammatical structures, including complex language</li> <li>• Fluent response throughout with extended, well-linked sentences</li> <li>• Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication</li> </ul>

### Additional guidance

**Complex** grammatical structures are considered to be:

- all grammar and structures included in the grammar list that are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Question 3 – Higher tier (12 marks)

### Translation mark grid and example response

Translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference</li><li>• Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed</li></ul>
4–6	<ul style="list-style-type: none"><li>• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated</li><li>• Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed</li></ul>
7–9	<ul style="list-style-type: none"><li>• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated</li><li>• Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed</li></ul>
10–12	<ul style="list-style-type: none"><li>• The meaning of the passage is fully communicated</li><li>• Consistently accurate language and structures, any errors do not hinder clarity</li></ul>

#### Additional guidance

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that do not **hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



## Assessment Objectives

Students must:		% in GCSE
<b>AO1</b>	Listening – understand and respond to different types of spoken language	25
<b>AO2</b>	Speaking – communicate and interact effectively in speech	25
<b>AO3</b>	Reading – understand and respond to different types of written language	25
<b>AO4</b>	Writing – communicate in writing	25
<b>Total</b>		<b>100%</b>

## Breakdown of Assessment Objectives

Paper	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	AO4 %	
Paper 1: Listening and understanding in Italian	25	0	0	0	25%
Paper 2: Speaking in Italian	0	25	0	0	25%
Paper 3: Reading and understanding in Italian	0	0	25	0	25%
Paper 4: Writing in Italian	0	0	0	25	25%
<b>Total for GCSE</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

## 3 Administration and general information

### Entries

Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website: [qualifications.pearson.com](https://qualifications.pearson.com)

### Discount code and performance tables

Students taking the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian must take all assessments in either the Foundation tier or the Higher tier only.

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the school and college performance tables (please see *Appendix 6: Codes*). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: [www.gov.uk/government/organisations/department-for-education](https://www.gov.uk/government/organisations/department-for-education)

Students should be advised that if they take two GCSEs with the same discount code, schools and colleges they wish to progress to are likely to take the view that this achievement is equivalent to only one GCSE. The same view may be taken if students take two GCSEs or other Level 2 qualifications that have different discount codes but have significant overlap of content. Students or their advisers who have any doubts about their subject combinations should check with the institution they wish to progress to before embarking on their programmes.

### Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

### Language of assessment

Assessment of this qualification will be available in English, with the exception of specific questions in the listening, reading and writing assessments.

For speaking and writing assessments, all student work must be in Italian. For listening and reading, all student work must follow the instruction provided for the individual question.

## Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

## Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, or affects timeframes or the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

## Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

## Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk)

## Malpractice

### Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

### Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form, supporting documentation and as much information as possible can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice).

## Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

The raw marks for papers 1, 3 and 4 in this qualification will be scaled by Pearson to represent the relative weighting of 25% for each paper.

### Foundation and Higher tier

Paper	Weighting	Raw marks	Scaling factor	Scaling mark
1	25%	50	1.400	70
2	25%	70	1.000	70
3	25%	50	1.400	70
4	25%	60	1.167	70

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded. For Foundation tier, grades 1–5 are available and for Higher tier, grades 4–9 are available, however if the mark achieved is a smaller number of marks below the 4/3 grade boundary, then a grade 3 may be awarded.

The first certification opportunity for this qualification will be 2019.

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

## **Student recruitment and progression**

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

## **Prior learning and other requirements**

There are no prior learning or other requirements for this qualification.

## **Progression**

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian builds on the programme of study at Key Stages 2 and 3, focusing on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements of this specification as is the inclusion of authentic written and spoken sources. Students will be expected to be able to talk about themselves as well as matters that go beyond their immediate experience. They should be able to express and justify their own opinions in speech and writing, building on the fluency and spontaneity developed at Key Stage 3.

The skill of translation will be developed from those skills initiated from Key Stage 3. The broader range of topics promotes a clear progression in grammar and vocabulary from Key Stage 3 and will increase linguistic and cognitive demand. The grammar and vocabulary lists illustrate the level required for this qualification.

This qualification offers a suitable progression route to GCE A Level in Italian. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual's employability profile.

Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of Italian-speaking countries and their cultures.



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## Appendix 1: Candidate speaking examination record form (CS2)

A separate form must be submitted for Foundation tier and Higher tier candidates. Please indicate the tier below.

<b>Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian</b>	<b>1IN0: 2F/2H*</b>	<b>(*Please delete as appropriate)</b>
Centre name:	Centre number:	

Candidate name and number		Declaration and permissions signature and date*		Role play	Picture-based discussion		Conversation (1)		Conversation (2)	
<b>Teacher name</b>		<b>Declaration and permissions signature and date*</b>								

*\*I declare that the above examinations have been carried out in line with Pearson and JCQ documentation for the conduct of the examinations and agree to this work being used to support teachers and examiners.*

**Please photocopy and continue on a separate sheet as necessary.** Please do not write in shaded boxes – these areas are for Pearson Examiner use only. A 'Word' version of this form is available on our website to facilitate administration in centres.

## Appendix 2: Grammar list

GCSE students will be expected to have acquired knowledge and understanding of Italian grammar during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R) only receptive knowledge is required.

### Italian (Foundation tier)

#### Nouns:

- gender
- singular and plural forms, including common irregulars e.g. la mano, il cinema, il/la ciclista, la foto, gli uomini

#### Articles:

- definite and indefinite
- partitive

#### Adjectives:

- agreement
- position
- comparative and superlative: regular (più di, meno di, il più, il meno, tanto ... quanto, così ... come)
- demonstrative (questo, quello)
- indefinite: singular/plural usage ( tutto, ogni, altro, qualche, alcuni)
- possessive, short and long forms
- interrogative (qual, quale, quali)
- use of di and che after comparatives
- ecco

#### Adverbs:

- formation
- comparative and superlative
- interrogative (come, quando)
- adverbs of time and place (oggi, domani, qui, qua)
- common adverbial phrases
- common expressions of quantity (abbastanza, mezzo, molto, poco, un po', tanto , troppo,quanto, quarto)

#### Pronouns:

- subject, including si
- object: direct and indirect
- direct and indirect object after an infinitive or gerund (R)
- position and order of object pronouns (R)
- reflexive
- relative (che, cui) (quello che, il cui – (R))
- disjunctive/emphatic
- demonstrative (questo etc)
- indefinite (nessuno, niente, ogni, qualcuno, qualcosa, qualche, uno, ognuno)
- possessive (il mio etc – (R))
- interrogative (chi, che, cosa, che cosa, quanto/a, quanti/e)
- after ecco
- use of ci, vi (R)

**Verbs:**

- regular and irregular verbs, including reflexive verbs
- all persons of the verb, singular and plural
- negative forms
- interrogative forms
- modes of address (tu, voi, Lei)
- impersonal verbs (fa, bisogna)
- verbs followed by an infinitive, with or without a preposition
- tenses:
  - present
  - *stare* + gerund (R)
  - imperfect (*avere, essere, stare, fare*) (other common verbs (R))
  - immediate future (*vengo subito, vado a fare la spesa*)
  - future
  - perfect with *avere, essere* + agreement
  - conditional (*vorrei + mi piacerebbe* only)
  - pluperfect (R)
- imperative: common forms, including negative
- passive voice: present tense (R)
- gerund

**Negatives:**

*non, non ... alcuno/a, non ancora, non ... che, non ... mai, non ... né ... né, non ... niente, non ... nessuno, non ... nulla, non ... più, non solo ...ma anche, neanche, nemmeno, niente, nessuno, mai*

**Prepositions:**

- common prepositions eg a, da, di, in, su, con, entro, fra, per, senza, tra
- common compound prepositions eg vicino a, senza di, lontano da
- contracted forms of prepositions + definite article (a, da, di, in, su)
- use of da with present tense

**Conjunctions:**

- common coordinating conjunctions eg e/ed, ma, o (... o), oppure
- common subordinating conjunctions eg quando, perché, anche se, poiché, se

**Number, quantity, dates and time:**

- ordinal and cardinal numbers
- common quantities
- time and dates

## Italian (Higher tier)

All grammar and structures listed for Foundation tier, as well as:

Students entering for Higher Tier assessments will be required to apply all grammar and structures listed for Foundation Tier, in addition to the new grammar and structures listed for Higher Tier.

### Nouns:

- less common irregulars e.g. *il dito, la dita*

### Adjectives:

- common irregular comparative and superlative, including *il migliore, il peggiore*
- use of *quello* and *bello* before a noun

### Adverbs:

- common irregular comparative and superlative, including *meglio, peggio*

### Pronouns:

- use of *ci, ne*
- combinations of direct and indirect pronouns and their modifications
- position and order of object pronouns
- impersonal use of *si* (*si fanno i compiti*)
- use of plural adjectives after *si*
- direct and indirect object after an infinitive or gerund
- relative: *il quale, il cui, quello che*
- possessive (*il mio* etc)
- less common indefinite e.g. *ciascuno, parecchi, qualsiasi, qualunque*

### Verbs:

- dependent infinitives (*far vedere*)
- perfect infinitive e.g. after *dopo*
- impersonal constructions (*si dice, si crede*)
- tenses:
  - *stare* + gerund
  - imperfect
  - future
  - conditional
  - pluperfect
  - future perfect (R)
  - conditional perfect (R)
- passive voice
- subjunctive mood: present, in commonly used expressions; past (R)

### Prepositions:

- use of *da* with imperfect tense

## Appendix 3: Vocabulary list

The following vocabulary list is intended to assist teachers in planning their work. It provides the core generic vocabulary that all students will need to acquire. It is an essential vocabulary list that students should refer to and build on when preparing for the duration of their study for the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian.

However, students entered for the Foundation tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list. Similarly, students entered for the Higher tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list and which are less common or familiar than those used in relation to Foundation tier assessments.

### Word lists

#### ***Section 1: High-frequency language***

Common verbs

Common adjectives

Common adverbs

Prepositions

Colours

Numbers

Ordinal numbers

Quantities and measures

Some useful connecting words

Time expressions

Times of day

Days of the week

Months and seasons of the year

Question words

Other useful expressions

Other high-frequency words

Countries

Continents

Nationalities

Areas/mountains/seas

Useful acronyms

Social conventions

Language used in dialogue and messages

## **Section 2: Topic-specific language**

Although words are listed under specific topic headings, the words are not exclusive to those particular headings. Many words also relate to other themes but may be listed in only one theme. Many common verbs are given in the verb list, with a few others included under a specific topic.

Each topic has been highlighted in **bold**.

**All topics must be studied in the context of both the student's home country and that of countries and communities where Italian is spoken.**

### *Theme 1: Identity and culture*

**Who am I?:** relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models

**Daily life:** customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)

**Cultural life:** celebrations and festivals; reading; music; sport; film and television

### *Theme 2: Local area, holiday and travel*

**Holidays:** preferences, experiences and destinations

**Travel and tourist transactions:** travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping

**Town, region and country:** weather; places to see; things to do

### *Theme 3: School*

**What school is like:** school types; school day; subjects; rules and pressures; celebrating success

**School activities:** school trips; events and exchanges

### *Theme 4: Future aspirations, study and work*

**Using languages beyond the classroom:** forming relationships; travel; employment

**Ambitions:** further study; volunteering; training

**Work:** jobs; careers and professions

### *Theme 5: International and global dimension*

**Bringing the world together:** sports events; music events; campaigns and good causes

**Environmental issues:** being 'green'; access to natural resources

## Section 1: High-frequency language

### Common verbs

to accept	accettare
to accompany	accompagnare
to add	aggiungere
to advise	consigliare
to allow	permettere
to answer/to reply	rispondere
to apply	rivolgersi, fare domanda
to argue	litigare
to arrive	arrivare
to ask	chiedere/domandare
to ask a question	fare una domanda
to avoid	evitare
to bath, to bathe	fare il bagno
to be	essere
to be able to	potere, essere capace di
to be about to (do)	stare per (fare)
to be born	nascere
to be called	chiamarsi
to be careful	stare attento/fare attenzione
to be hot/cold	avere caldo/freddo
to be hungry	avere fame
to be in a hurry	avere fretta
to be interested in	interessarsi a/essere interessato a
to be keen to	avere voglia di, non vedere l'ora di
to be located	trovarsi/essere situato
to be lucky	essere fortunato/avere fortuna
to be sleepy	avere sonno
to be successful	avere successo, riuscire
to be thirsty	avere sete
to borrow	prendere in prestito/prestare
to break	rompere
to bring	portare
to brush (teeth, hair)	spazzolarsi (i denti, i capelli)
to buy	comprare
to call	chiamare
to cancel	cancellare
to carry	portare
to change	cambiare
to chat	chiacchierare
to check	controllare
to choose	scegliere
to clean	pulire
to click	clizzare/fare clic
to climb/go up	salire, arrampicarsi
to close	chiudere
to collide/to crash	scontrarsi
to come	venire
to complain	reclamare, lamentarsi

### Common verbs (cont)

to contact	contattare
to continue/carry on	continuare
to convince	convincere
to copy	copiare
to cost	costare
to count	contare
to cross, go across	attraversare
to cry	piangere
to dance	ballare
to decide	decidere
to describe	descrivere
to deserve	meritare
to die	morire
to discuss	discutere
to dismiss	licenziare
to do the vacuum cleaning	passare l'aspirapolvere
to do the washing up	lavare i piatti
to do, to make	fare
to download (music)	scaricare
to draw	disegnare
to dress	vestirsi
to drink	bere
to drive	guidare
to earn	guadagnare
to eat	mangiare
to enjoy oneself	divertirsi
to enter/go in	entrare
to escape	scappare/fuggire
to explain	spiegare
to express	esprimere
to fail (an exam)	essere bocciato (in un esame)
to fall	cadere
to fall asleep	Addormentarsi
to feed, nourish	dar da mangiare, nutrire
to feel	sentire/sentirsi
to fill	riempire
to fill out (a form)	riempire (un modulo)
to find	trovare
to finish, end	finire, terminare
to fly	volare
to follow	seguire
to forget	dimenticare/dimenticarsi
to forgive	perdonare
to get a good/bad mark	prendere un bel/brutto voto
to get angry	arrabbiarsi
to get dressed	vestirsi
to get dressed	vestirsi
to get on well with	andare d'accordo con
to get undressed	svestirsi, spogliarsi
to get up	alzarsi
to give	dare



### Common verbs (cont)

to give a gift	fare un regalo
to give back	restituire
to go	andare
to go down, get out of (bus, car, train)	scendere (da)
to go for a walk	fare una passeggiata
to go out	uscire
to go shopping	andare a fare shopping/fare compere
to go to bed	andare a letto
to go up, get onto (bus, car, train)	salire (su)
to harm/damage	fare male a/danneggiare
to hate	odiare, detestare
to have	avere
to have breakfast	fare colazione
to have dinner	cenare
to have lunch	pranzare
to have to/must	dovere
to hear	sentire
to help	aiutare
to hold	tenere
to hope	sperare
to hurry	sbrigarsi
to hurt (oneself)	farsi male
to imagine	immaginare
to improve	migliorare
to include	includere
to inform	informare
to introduce, to present (a person)	presentare
to interest	interessare
to invite	invitare
to iron	stirare
to jump	saltare
to justify	giustificare
to knock, hit	bussare (alla porta), colpire
to know (a fact)	sapere
to know (person, place)	conoscere
to land	atterrare
to last	durare
to laugh	ridere
to lay/to clear the table	apparecchiare/sparecchiare (la tavola)
to learn	imparare, apprendere
to leave (an object)	lasciare
to leave, to depart	partire
to lend	prestare/dare in prestito
to light, turn on	accendere
to like, to please	piacere
to listen	ascoltare
to live	vivere
to live (inhabit)	abitare
to look after/mind (child, dog)	prendersi cura di, occuparsi
to look for	cercare
to look like, to resemble	assomigliare

## Common verbs (cont)

to lose	perdere
to love	amare
to make a mistake	fare un errore, sbagliare
to manage (business)	dirigere, gestire
to mean/to signify	significare/voler dire
to meet	incontrare
to miss (train, bus etc)	perdere
to miss, to be lacking	mancare
to need	aver bisogno di
to note	notare, rendersi conto
to offer	offrire
to open	aprire
to order	ordinare
to organise	organizzare
to park	parcheggiare
to pass (an exam)	passare/superare un esame
to persuade	persuadere
to phone	telefonare
to play (game, sport)	giocare
to play (musical instrument)	suonare
to prefer	preferire
to prevent	impedire
to produce	produrre
to pull	tirare
to push	spingere
to put	mettere
to put on make up	truccarsi
to rain	piovere
to read	leggere
to realise	rendersi conto, accorgersi
to receive	ricevere
to recommend	raccomandare, consigliare
to refund	rimborsare
to regret, be sorry	dispiacersi
to remember	ricordare/ricordarsi
to rent/to hire	affittare/noleggiare
to repair	riparare
to repeat	ripetere
to replace	sostituire
to reserve/to book	prenotare
to rest	riposarsi
to return, to go back	tornare/ritornare
to revise	ripassare
to ride a bicycle/a horse	andare in bicicletta/a cavallo
to ring	chiamare (al telefono), suonare
to run	correre
to save	salvare, conservare
to save (money)	risparmiare
to say, to tell	dire
to see	vedere
to seem	sembrare
to sell	vendere

## Common verbs (cont)

to send	mandare, inviare
to serve	servire
to show	mostrare, far vedere
to sign	firmare
to sing	cantare
to sit down	sedersi
to skate	pattinare
to sleep	dormire
to smile	sorridere
to smoke	fumare
to snow	nevicare
to speak	parlare
to spend (money)	spendere
to spend (time)	passare
to start/to begin	cominciare/iniziare
to stay/to remain	stare, restare, rimanere
to steal	rubare
to stop	fermare
to stop, to quit	smettere
to study	studiare
to succeed	riuscire, avere successo
to sunbathe	prendere il sole
to surf the internet	navigare su internet
to swim	nuotare
to switch off	spegnere
to take	prendere
to take off (plane)	decollare
to take photographs	fare fotografie
to tell/recount	raccontare
to thank	ringraziare
to think, believe	pensare, credere
to throw	tirare
to touch	toccare
to travel	viaggiare
to try	cercare, provare
to try on	provare
to turn	girare
to understand	capire
to use	usare
to visit (a person)	andare a trovare
to visit (a place)	visitare
to wait for	aspettare
to wake up	svegliarsi
to walk	camminare
to want	volere
to wash, to wash (oneself)	lavare, lavarsi
to wear	indossare
to weigh	pesare
to win	vincere
to wish	desiderare
to work	lavorare

### Common verbs (cont)

to work (function)	funzionare
to worry	preoccuparsi
to write	scrivere

### Common adjectives

active	attivo/a
alike, similar	simile
all	tutto/a
angry	arrabbiato/a
awful	orribile
beautiful	bello/a
big	grande
boring	noioso/a
brave	coraggioso/a
broken	rotto/a
clean	pulito/a
close (nearby)	vicino/a
closed	chiuso/a
comfortable	comodo/a
delicious	delizioso/a
difficult	difficile
dirty	sporco/a
disgusting	disgustoso/a, schifoso/a
easy	facile
expensive	caro/a, costoso/a
exciting	eccitante
fabulous	favoloso/a
fair	giusto/a
false	falso/a
famous	famoso/a
fantastic	fantastico/a
fashionable	alla moda/di moda
fast	veloce, rapido/a
fat	grasso/a
favourite	preferito/a
flexible	flessibile
free (at no cost)	gratuito/a, gratis
free (unoccupied, available)	libero/a, disponibile
friendly	amichevole
frightening	spaventoso/a
full	pieno/a
funny/entertaining/amusing	divertente
funny (comical)	buffo/a, comico/a
generous	generoso/a
good	buono/a
good (well-behaved, good at something)	bravo/a
grateful	grato/a
great	grande
great (marvellous)	stupendo/a, fantastico/a
happy, cheerful	felice, allegro/a
hard	duro/a

## Common adjectives (cont)

hardworking	diligente
healthy	sano/a
heavy	pesante
high, tall	alto/a
honest	onesto/a
hot	caldo/a
ideal	ideale
in a good mood	di buon umore
in a hurry	di fretta
independent	indipendente
intelligent, clever	intelligente
kind	gentile
large	grande
last/latest	ultimo/a
lazy	pigro/a
light	leggero/a
long	lungo/a
lost	perduto/a, smarrito/a
magnificent	magnifico/a
marvellous	meraviglioso/a
mature	maturo/a
modern	moderno/a
narrow	stretto/a
naughty	cattivo/a
necessary	necessario/a
negative	negativo/a
new	nuovo/a
next	prossimo/a
nice, likeable (person)	simpatico/a
noisy	rumoroso/a
normal	normale
numerous	numeroso/a
old	vecchio/a, (grande)
old (former)	ex
old fashioned	antiquato/a, fuori moda
open	aperto/a
optimistic	ottimista
other	altro/a
own	proprio/a
(im)patient	(im)paziente
peaceful	calmo/a, tranquillo/a
perfect	perfetto/a
pessimistic	pessimista
pleased	contento/a
pleasant	piacevole
(im)polite	(mal)educato/a
popular	popolare
positive	positivo/a
practical	pratico/a
pretty	carino/a
quiet	tranquillo/a, silenzioso/a

## Common adjectives (cont)

ready	pronto/a
real	reale
recent	recente
responsible	responsabile
rich	ricco/a
ridiculous	ridicolo/a
ripe	maturo/a
rotten	marcio/a
sad	triste
safe	sicuro/a
same	stesso/a
satisfied	soddisfatto/a
selfish	egoista
sensational	sensazionale
serious	serio/a
short	corto/a, basso/a (persona)
shy	timido/a
silent	silenzioso/a
silly, stupid	stupido/a, sciocco/a
slim	snello/a
small	piccolo/a
strict	severo/a
strong	forte
superb	superbo/a
surprised	sorpreso/a
talkative	chiacchierone/a
thin (person)	magro/a
tidy	ordinato/a
tired	stanco/a
tiring	faticoso/a, stancante
traditional	tradizionale
true	vero/a
typical	tipico/a
ugly	brutto/a
unbelievable	incredibile
unfair	ingiusto/a
unhappy	triste, infelice
unhealthy	non sano/a, dannoso/a
unpleasant (person)	antipatico/a
useful	utile
useless	inutile
valid	valido/a
valuable	prezioso/a, di valore
weak	debole
worried	preoccupato/a
young	giovane

## Common adverbs

(for) a long time

fortunately

again

almost

already

also/too

always

badly

below (under)

especially

everywhere

fairly, quite

generally

here

immediately

never

nowhere

often

over there

perhaps

quickly

rarely

rather

really

recently

sometimes

soon

still

straight away

there

together

too (adjective)

unfortunately

up there

up to now

usually

very

well

per molto tempo, a lungo

fortunatamente, per fortuna

ancora, di nuovo

quasi

già

anche

sempre

male

sotto

specialmente, particolarmente

dappertutto, ovunque

abbastanza

in generale/generalmente

qui/qua

immediatamente

(non) mai

da nessuna parte

spesso

laggiù

forse

rapidamente

raramente

piuttosto

davvero, veramente

recentemente

qualche volta, a volte

presto

ancora

immediatamente, subito

là, lì

insieme

troppo

purtroppo, sfortunatamente

lassù

finora

di solito

molto

bene

## Prepositions

about, approximately	su/di/riguardo a, circa
according to	secondo
above	sopra
after	dopo
against	contro
among	tra/fra
around	intorno (a)
at (someone's house)	a (casa di qn)
at the end of	alla fine di
at, to	a, in
before	prima
behind	dietro (a)
between	tra/fra
during	durante
except	tranne, eccetto
far (from)	lontano (da)
for, in order to	per
from	da (di)
in	in, a
in front of	davanti a
in the middle (of)	nel mezzo (di)
inside	dentro, all'interno di
near	vicino (a)
next to	accanto (a), di fianco (a)
on	su (sopra a)
on the corner of	all'angolo di
opposite	di fronte a
outside/out of	fuori (da)
through	attraverso, per
towards	verso
under	sotto
until	fino a

## Colours

black	nero/a
blue	azzurro/a
brown	marrone
colour	colore
chestnut brown	castano/a
dark (hair, skin, colour)	scuro/a
green	verde
grey	grigio/a
light	chiaro/a
navy-blue	blu
pink	rosa
orange	arancione
red	rosso/a
violet	viola
white	bianco/a
yellow	giallo/a



## Numbers

1	uno
2	due
3	tre
4	quattro
5	cinque
6	sei
7	sette
8	otto
9	nove
10	dieci
11	undici
12	dodici
13	tredici
14	quattordici
15	quindici
16	sedici
17	diciassette
18	diciotto
19	diciannove
20	venti
21	ventuno
22	ventidue
23	ventitre
24	ventiquattro
25	venticinque
26	ventisei
27	ventisette
28	ventotto
29	ventinove
30	trenta
31	trentuno
32 etc.	trentadue etc.
40	quaranta
50	cinquanta
60	sessanta
70	settanta
80	ottanta
90	novanta
100	cento
101	centouno
120	centoventi
200	duecento
1000	mille
1100	millecento
2000	duemila
100	centomila
1.000.000	un milione
2.000.000	due milioni
1.000.000.000	un miliardo

## Ordinal numbers

first	primo/a
second	secondo/a
third	terzo/a
fourth	quarto/a
fifth	quinto/a
sixth	sesto/a
seventh	settimo/a
eighth	ottavo/a
ninth	nono/a
tenth	decimo/a
eleventh	undicesimo
twelfth (etc.)	dodicesimo/a (etc.)
twenty first	ventunesimo/a

## Quantities and measures

a bottle (of)	una bottiglia (di)
a box (of)	una scatola (di)
a dozen	una dozzina
a jar (of)	un vasetto/barattolo (di)
a kilo (of)	un chilo (di)
a litre (of)	un litro (di)
a little (of)	un po' (di)
a packet (of)	un pacchetto (di)
a part (of)	una parte (di)
a piece (of)	un pezzo (di)
a quarter (of)	un quarto (di)
a slice (of)	una fetta (di)
a third (of)	un terzo (di)
centilitre	centilitro (m)
centimetre	centimetro (m)
enough	abbastanza
exactly	esattamente
gramme	grammo (m)
half	metà
kilogram	chilo (m), chilogrammo (m)
kilometre	chilometro (m)
less	meno
litre	litro (m)
maximum	massimo
metre	metro (m)
minimum	minimo
more	più
much/many, a lot of	molto/molta, molti/molte
nothing	niente, nulla
only	solo/solamente
quantity	quantità
several	parecchi/parecchie, vari/varie
some	alcuni/alcune, qualche
tin, box (of)	scatola (di)
too much, too many	troppo/troppa, troppi/troppe
weight	peso (m)

### Some useful connecting words

according to	secondo
also	anche
and	e
because	perché
because of	a causa di
before	prima
but	ma
even if, though	anche se
finally	alla fine, infine, finalmente
first of all	prima di tutto
however	comunque, però
if	se
in order to	per
nevertheless	tuttavia
Or	oppure/o
perhaps	forse
since	poiché, siccome, visto che
so	così
then	dopo, allora
therefore	perciò, quindi
after	dopo
afternoon, in the afternoon	pomeriggio (m), nel pomeriggio
ago	fa
already	già
always	sempre
as soon as	(non) appena
at the same time	nello stesso momento, contemporaneamente
at the start	all'inizio
before	prima
day	giorno (m), giornata

### Time expressions

during/for	durante/per
early	presto
evening	sera (f), serata (f)
every day	ogni giorno, tutti i giorni
fortnight	due settimane, quindici giorni
from	da
from time to time	ogni tanto
last (i.e. last year)	scorso, passato (i.e. l'anno scorso)
last night (during the night)	ieri notte
last night (yesterday evening)	ieri sera
later	tardi
later	dopo, più tardi, in seguito
midday	mezzogiorno (m)
midnight	mezzanotte
minute	minuto (m)
morning, in the morning	mattina/mattino (m), la mattina
next	prossimo
night, at night	notte (f), la notte/di notte

## Time expressions (cont)

now	ora, adesso
on time	puntuale, in orario
once	una volta
since	da
soon	presto
straightaway, immediately	subito, immediatamente
the day after tomorrow	dopodomani
the day before yesterday	l'altro ieri
the next day	il giorno dopo
the night before, eve	la notte prima, la vigilia
time	tempo, ora
today	oggi
tomorrow	domani
twice	due volte
week	settimana
Weekend	fine settimana, weekend
year	anno (m)
yesterday	ieri

## Times of day

a quarter past	e un quarto
a quarter to	meno un quarto
at one o'clock	all'una
at two o'clock, etc.	alle due etc.
five past, etc.	e cinque, etc.
five to, etc.	meno cinque, etc.
half past	e mezzo/e mezza
hour	ora
in the afternoon (pm)	del pomeriggio
in the evening (pm)	di sera
in the morning (am)	del mattino
it's one o'clock	è l'una
it's two o'clock, etc.	sono le due, etc.
midday, noon	mezzogiorno
midnight	mezzanotte
minute	minuto (m)
second	secondo (m)

## Days of the week

Monday	lunedì
Tuesday	martedì
Wednesday	mercoledì
Thursday	giovedì
Friday	venerdì
Saturday	sabato
Sunday	domenica
(on) Monday morning	lunedì mattina
(on) Monday afternoon	lunedì pomeriggio
(on) Monday evening	lunedì sera
on Mondays	al/il lunedì
every Monday	ogni lunedì, tutti i lunedì

## Months and seasons of the year

month	mese (m)
January	gennaio
February	febbraio
March	marzo
April	aprile
May	maggio
June	giugno
July	luglio
August	agosto
September	settembre
October	ottobre
November	novembre
December	dicembre
season	stagione
(in) autumn	(in) autunno (m)
(in) spring	(in) primavera
(in) summer	(in/d') estate
(in) winter	(in/d') inverno (m)

## Question words

at what time?	a che ora?
how much, how many?	quanto?/quanta?, quanti/quante?
how?	come?
what colour?	che colore?
what/which?	che/quale?
what?	che cosa?
when?	quando?
where?	dove?
which one (s)?	quale (quali)?
who?	chi?
why?	perché?

## Other useful expressions

all the better	tanto meglio
good luck	buona fortuna
here you are/here it is	ecco
how do you spell that?	come si scrive?
I don't know	non (lo) so
I don't mind	non importa
I don't understand	non capisco
I like it	mi piace, mi piacciono
I'm fine	sto bene
in my opinion	secondo me
it annoys me	mi dà fastidio, mi irrita
it depends	dipende
it doesn't matter	non importa
it's all the same to me	per me è lo stesso
it's not worth it	non ne vale la pena
of course	naturalmente
ok (I agree)	ok, d'accordo

### Other useful expressions (cont)

once again	ancora una volta
personally	personalmente
so, so	così così
thank you	grazie
that's enough	basta/basta così
there is/are	c'è, ci sono
what a shame	(che) peccato
what does that mean?	che cosa significa?, che cosa vuol dire?
with pleasure	con piacere, volentieri

### Other high-frequency words

as, like	come
everybody, all	ognuno, tutti
except	tranne, eccetto
figure (number)	cifra (f)
for example	per/ad esempio
Miss	Signorina (Sig.na) (f)
Mr (also Sir)	Signor (Sig.) (m)
Mrs (also Madam)	Signora (Sig.ra) (f)
no	no
not	non
number	numero (m)
phone number	numero di telefono (m)
reader	lettore (m) lettrice (f)
shape	forma (f)
someone	qualcuno
something	qualcosa
that/those	quello/quella/quelli/quelle
thing	cosa (f)
this/these	questo/questa/questi/queste
time (i.e. once)	volta (f)
type/kind/sort	tipo (m), specie (f)
way (manner)	modo (m), maniera (f)
with	con
without	senza
yes	sì

### Countries

Austria	Austria (f)
Belgium	Belgio (m)
Canada	Canada(m)
China	Cina (f)
Denmark	Danimarca (f)
England	Inghilterra (f)
France	Francia (f)
Germany	Germania (f)
Great Britain	Gran Bretagna (f)
Greece	Grecia (f)
Holland	Olanda (f)
India	India (f)
Ireland	Irlanda (f)

## Countries (cont)

Italy	Italia (f)
Netherlands	Paesi Bassi (mpl)
Russia	Russia (f)
Scotland	Scozia (f)
Spain	Spagna (f)
Switzerland	Svizzera (f)
Turkey	Turchia (f)
United Kingdom	Regno Unito (m)
United States	Stati Uniti (mpl)
Wales	Galles (m)

## Continents

Africa	Africa (f)
Asia	Asia (f)
Australia	Australia (f)
Europe	Europa (f)
North America	America del Nord (f)
South America	America del Sud (f)

## Nationalities

American	americano/a
Austrian	austriaco/a
Belgian	belga
British	britannico/a
Canadian	canadese
Chinese	cinese
Danish	danese
Dutch	olandese
English	inglese
European	europeo/a
French	francese
German	tedesco/a
Greek	greco/a
Indian	indiano/a
Irish	irlandese
Italian	italiano/a
Russian	russo/a
Scottish	scozzese
Spanish	spagnolo/a
Swiss	svizzero/a
Turkish	turco/a
Welsh	gallese

## Areas/mountains/seas

Adriatic Sea

Ionian Sea

Mediterranean Sea

province

region

Sardinia

Sicily

the Alps

the Apennines (mountains)

the English Channel

Tyrrhenian Sea

Mar Adriatico (m)

Mar Ionio (m)

Mar Mediterraneo (m)

provincia (f)

regione (f)

Sardegna (f)

Sicilia (f)

Alpi (fpl)

Appennini (mpl)

il canale della Manica (m)

Mar Tirreno (m)

## Useful acronyms

European Union

high speed train

Italian national railway company

Italian national statistics institute

Italian public TV and radio channels

postcode

United Nations Organization

UE (Unione Europea)

TAV (Treno ad alta velocità)

FS (Ferrovie dello Stato)

ISTAT (Istituto nazionale di statistica)

RAI (Radiotelevisione italiana)

CAP (Codice di avviamento postale)

ONU (Organizzazione delle Nazioni Unite)

## Social conventions

best wishes

don't mention it

enjoy yourself/yourselves!

good evening

goodbye

goodnight

have a good journey

have a good day/evening

hello (on the telephone)

hello, good morning

help!

hi

I beg your pardon? Pardon?

It's a pleasure

no thank you

of course

please

see you later

see you soon

see you tomorrow

sorry (apology)

(I'm) sorry

thank you (very much)

tanti auguri

prego

buon divertimento!

buonasera

arrivederci, arrivederla

buonanotte

buon viaggio

buona giornata/serata

pronto

ciao, buongiorno

aiuto!

ciao

scusa?/scusi?, come?

è un piacere

no, grazie

certo, naturalmente

per favore, per piacere

ci vediamo più tardi

a presto!

a domani, ci vediamo domani

scusa/scusi

mi dispiace

(molte) grazie



## Language used in dialogues and messages

address	indirizzo (m)
area code	prefisso (telefonico) (m)
call me (informal/formal)	chiamami/mi chiami
dear Sir/Madam	Egregio Signore / Gentile Signora
dial the number	fare il numero
email	email (f), posta elettronica (f)
for the attention of	alla cortese attenzione di
further to/following	a seguito di/con riferimento a
following	seguito
I will put you through	te lo/la passo, glielo/gliela passo
I'll be right back	torno subito
I'm listening	sto ascoltando
message	messaggio (m)
mobile phone	cellulare (m), telefonino (m)
moment	momento (m), attimo (m)
on the line/speaking	in linea
please repeat that	puoi/può ripetere?
point	punto
postcode	codice postale (CAP) (m)
receiver (telephone)	ricevitore (m)
sent by	inviato da
stay on the line	resta/resti in linea
telephone	telefono (m)
text message	SMS, messaggio (m)
tone	tono (m)
voice mail	segreteria telefonica (f)
wait	attenda
wrong number	numero sbagliato (m)
yours sincerely	cordiali saluti (m pl)

## Section 2 – Topic-specific vocabulary

### Identity and culture: daily life, food and drink, including eating out

#### Foundation tier

appetite	appetito (m)
apple	mela (f)
apricot	albicocca (f)
banana	banana (f)
bean	fagiolo (m)
beef	manzo (m)
beer	birra (f)
bill	conto (m)
biscuit	biscotto (m)
bottle	bottiglia (f)
bread	pane (m)
breakfast	colazione (f)
brussels sprouts	cavolini di Bruxelles (mpl)
butter	burro (m)
cabbage	cavolo (m)
café	bar (m)
cake	torta (f)
carrot	carota (f)
cauliflower	cavolfiore (m)
cereals	cereali (mpl)
champagne	champagne (m)
cheese	formaggio (m)
cherry	ciliegia (f)
chicken	pollo (m)
chips	patatine (fpl)
chocolate	cioccolato (m)
choice	scelta (f)
chop (e.g. pork/lamb)	braciola (es. maiale), costoletta (es. agnello)
cider	sidro (m)
closed (on Mondays)	chiuso/a (il lunedì)
cocoa	cacao (m)
coffee	caffè (m)
cold sliced meat (e.g. salami)	salumi (mpl)
cooked, boiled	cotto/a, bollito/a
cream	panna (f)
crisps	patatine fritte (fpl)
cucumber	cetriolo (m)
cup	tazza (f)
customer	cliente (m/f)
delicious	delizioso/a
dessert	dessert (m), dolce (m)

## Foundation tier (cont)

dining room	sala da pranzo (f)
dish of the day	piatto del giorno (m)
drink	bibita (f), bevanda (f)
egg	uovo (m) pl le uova (fpl)
enjoy your meal!	buon appetito!
euro	euro (m)
evening meal, dinner	cena (f)
first course	primo (m)
fish	pesce (m)
fixed price menu	menù a prezzo fisso (m)
food	cibo (m), alimento (m)
food and drink	cibo (m) e bevande (fpl), generi alimentari (mpl)
food shopping	spesa (f)
fork	forchetta (f)
fruit	frutto (m)
fruit juice	succo di frutta (m)
fruit pie	torta alla frutta (f)
glass	bicchiere (m)
grapefruit	pompelmo (m)
grapes	uva (f)
gravy, sauce	sugo (m), salsa (f)
green beans	fagiolini (mpl)
ham	prosciutto (m)
hamburger	hamburger (m)
hot chocolate	cioccolata calda (f)
ice cream	gelato (m)
ice cream parlour	gelateria (f)
inn (traditional)	trattoria (f)
jam	marmellata (f)
jar	vasetto (m), barattolo (m)
juice	succo (m)
kebab	spiedino (m)
knife	coltello (m)
lamb	agnello (m)
lemon	limone (m)
lemonade	limonata (f)
lettuce, salad	lattuga (f), insalata (f)
lunch	pranzo (m)
main course	piatto principale (m)
margarine	margarina (f)
meal	pasto (m)
meat	carne (f)
meatball	polpetta (di carne) (f)
melon	melone (m)
menu	menù (m)
menu of the day	menù del giorno (m)
milk	latte (m)
mince	carne trita (f)
mineral water	acqua minerale (f)
mixed	misto/a

## Foundation tier (cont)

Money	soldi (mpl), denaro (m)
mushroom	fungo (m)
mustard	senape (f)
napkin	tovagliolo (m)
oil	olio (m)
omelette	omelette (f), frittata (f)
onion	cipolla (f)
orange	arancia (f)
packet	pacchetto (m)
pasta	pasta (f)
pastries	paste (fpl), pasticcini (mpl)
peach	pesca (f)
pear	pera (f)
peas	piselli (mpl)
pepper	pepe (m)
pepper (vegetable)	peperone (m)
pineapple	ananas (m)
pizza	pizza (f)
pizzeria, pizza restaurant	pizzeria (f)
place setting, cover charge	coperto (m)
plate	piatto (m)
plum	prugna (f), susina (f)
pork	maiale (m)
portion	porzione (f)
pot of coffee, tea	caffettiera (f), teiera (f)
potato	patata (f)
prepared food/ready meal	piatto pronto (m), cibo pronto (m)
raspberry	lampone (m)
restaurant	ristorante (m)
rice	riso (m)
roast	arrosto (m)
roll (bread)	panino (m)
salad dressing	condimento per insalata (m)
salt	sale (m)
salty/savoury	salato/a
sandwich	tramezzino (m), sandwich (m)
sausage	salsiccia (f)
self-service	self-service (m)
service	servizio (m)
slice	fetta (f)
snack	spuntino (m)
snack bar	tavola calda (f), snack-bar (m)
soup	minestra (f), zuppa (f)
speciality	specialità (f)
spoon	cucchiaino (m)
starter	antipasto (m)
steak	bistecca (f)
strawberry	fragola (f)
sugar	zucchero (m)
sweet	caramella (f), dolce (m)
sweet (tasting)	dolce

## Foundation tier (cont)

Table	tavolo (m), tavola(f)
table cloth	tovaglia (f)
tart	torta (f), crostata (f)
tasty	buono/a, saporito/a
tea	tè (m)
tea room	sala da tè (f)
tea spoon	cucchiaino (m)
tea time snack	merenda (f)
tip (money)	mancia (f)
to ask	chiedere, domandare
to drink	bere
to eat	mangiare
to order	ordinare
to pay	pagare
to serve	servire
to taste	assaggiare
to wait at table, to serve	servire (ai tavoli)
tomato	pomodoro (m)
tuna	tonno (m)
vanilla	vaniglia (f)
vegetable	verdura (f)
vegetarian	vegetariano/a
vinegar	aceto (m)
waiter/waitress	cameriere (m), cameriera (f)
water	acqua (f)
wine	vino (m)
yoghurt	yogurt (m)

## Higher tier

artichoke	carciofo (m)
appetizing	appetitoso/a
beer (from the pump)	birra (alla spina) (f)
bitter	amaro/a
boiled egg, hard-boiled egg	uovo alla coque (m), uovo sodo (m)
cucumber	cetriolo (m)
drink before meal	aperitivo (m)
duck	anitra (f)
fried egg	uovo fritto (m)
frui/herbal tea	tisana (f)
full fat milk	latte intero (m)
garlic	aglio (m)
goat's cheese	formaggio di capra (m)
goose	oca (f)
homemade	fatto/a in casa, artigianale
honey	miele (m)
leeks	porri (mpl)
lettuce	lattuga (f)
loaf	pagnotta (f), pancarrè (m)
medium (steak)	cottura media (bistecca) (f)
organic food	cibo biologico (m)
pistachio	pistacchio (m)

### Higher tier (cont)

rare (steak)

raw

salmon

saucer

scrambled egg

sea food

(semi-)skimmed milk

smoked

spicy

spinach

steamed (boiled)

tasty

tray

trout

turkey

veal

well-cooked

al sangue (bistecca)

crudo/a

salmone (m)

piattino (m)

uovo strapazzato (m)

frutti di mare (mpl)

latte (parzialmente) scremato (m)

affumicato/a

piccante

spinaci (mpl)

al vapore (bollito/a)

gustoso/a, saporito/a

vassoio (m)

trota (f)

tacchino (m)

vitello (m)

ben cotto/a

## Identity and culture - what my friends and family are like

### Words relating to dress and style

#### Foundation tier

belt	cintura (f)
big	grande
boots	stivali (mpl)
boxer shorts	boxer (mpl)
bra	reggiseno (m)
bracelet	braccialetto (m)
cap	berretto (m)
changing room, fitting room	camerino (m)
clothes	vestiti/abiti (mpl), abbigliamento (m)
clothes shop	negozio di abbigliamento (m)
coat/overcoat	cappotto (m)
cotton (made of cotton)	(di/in) cotone (m)
dress	vestito (m), abito (m)
earring	orecchino (m)
fashion	moda (f)
fashionable	alla moda, di moda
glove	guanto (m)
handbag	borsa (f)
hat	cappello (m)
it fits/suits you	ti sta bene
jacket	giacca (f)
jeans	jeans (mpl)
jeweller's (shop), jewellery (craft)	gioielleria (f)
jewels	gioielli (mpl)
leather/made of leather	(di/in) pelle (f)
leggings	leggings (mpl), fuseaux (mpl)
linen (made of linen)	(di/in) lino (m)
lipstick	rossetto (m)
loose (i.e. too big)	largo/a
make, brand	marca (f)
makeup	trucco (m)
medium (size)	medio/a (misura)
necklace	collana (f)
nightdress	camicia da notte (f)
old fashioned	antiquato/a, fuori moda
old fashioned (vintage, retro style)	vecchio stile (vintage, rétro)
pants, briefs	mutande (fpl)
perfume	profumo (m)
poloshirt	polo (f)
pyjamas	pigiama (m)
ring	anello (m)
scarf	sciarpa (f)
shirt	camicia (f)
shoe	scarpa (f)
shoe shop	negozio di scarpe (m), negozio di calzature (m)
shorts	shorts (mpl), pantaloncini (mpl), pantaloni corti (mpl)

### Foundation tier (cont)

size (general), shoe size  
skirt  
slipper  
small  
smart  
sock  
sports kit  
sports shirt  
spotted  
striped  
style  
suit  
sweater, jumper  
sweatshirt  
swimming costume/trunks  
tattoo  
tee shirt  
tie  
tights  
tracksuit  
trainers  
trousers  
umbrella  
watch  
wool (woollen)

misura/taglia (f), numero (di scarpe) (m)  
gonna (f)  
pantofola (f), ciabatta (f)  
piccolo/a  
elegante  
calza (f)  
kit sportivo (m)  
maglia (f)  
a pois  
a righe  
stile (m)  
abito (m), completo (m), tailleur (m)  
maglione (m), golf (m)  
felpa (f)  
costume da bagno (m)  
tatuaggio (m)  
maglietta (f), T-shirt (f)  
cravatta (f)  
collant (mpl)  
tuta da ginnastica (f)  
scarpe da ginnastica (fpl)  
pantaloni (mpl)  
ombrello (m)  
orologio (m)  
(di) lana (f)

### Words relating to dress and style

#### Higher tier

cardigan  
dressing gown  
dyed  
model  
silk (made of silk)  
straw hat  
tight  
to have one's hair cut  
to have one's hair done  
to put on makeup  
velvet (made of velvet)

cardigan (m)  
vestaglia (f)  
tinto/a  
modello (m)  
(di/in) seta (f)  
cappello di paglia (m)  
stretto/a  
tagliarsi i capelli  
andare dal parrucchiere  
truccarsi  
(di/in) velluto (m)



## Identity and culture - what my friends and family are like

### *Words on relations, relationships, personal and physical characteristics*

#### Foundation tier

Adolescent	adolescente (m/f)
adult, grown-up	adulto (m)
adventurous	avventuroso/a
age	età (f)
alone	(da) solo/a
armchair	poltrona (f)
at home, at my/our house	a casa, a casa mia/nostra
aunt	zia (f)
baby	neonato/a (m/f), bebè (m), bambino/ a piccolo/a (m/f)
bald	calvo, pelato
bathroom	bagno (m)
beard, bearded	(con la) barba (f)
beautiful	bello/a
bedroom	camera da letto (f)
(date of) birth	(data di) nascita (f)
birthday	compleanno (m)
birthplace	luogo di nascita (m)
block (of flats)	palazzo (m), edificio (m)
born	nato/a
bossy	prepotente
body piercing	body piercing (m)
boy	ragazzo (m)
boyfriend	ragazzo (m), fidanzato (m)
brother	fratello (m)
brother-in-law, sister-in-law	cognato (m), cognata (f)
brothers and sisters, siblings	fratelli e sorelle, fratelli (mpl)
cat	gatto (m)
celebrity	persona famosa (f), celebrità (f)
chair	sedia (f)
character, personality	carattere (m), personalità (f)
charming	affascinante
chatty	chiacchierone/a
child	bambino/a (m/f)
clothes	vestiti (mpl), abiti (mpl)
comfortable (house, furniture)	confortevole, comodo/a
cousin	cugino (m), cugina (f)

## Foundation tier (cont)

curly	riccio/a
dad	papà (m), babbo (m)
daily/everyday life	vita quotidiana (f)
daughter	figlia (f)
dead	morto/a
dining room	sala da pranzo (f)
divorced	divorziato/a
dog	cane (m)
engaged	fidanzato/a
eyes	occhi (mpl)
face	faccia (f), viso (m)
family	famiglia (f)
famous	famoso/a
father	padre (m)
feeling	sensazione (f), sentimento (m)
first name	nome (di battesimo) (m)
flat, apartment	appartamento (m)
foolish, silly	stupido/a
friend	amico (m), amica (f)
friendly	amichevole
friendship	amicizia (f)
furniture	mobili (mpl)
garden	giardino (m)
garage	garage (m)
girl	ragazza (f)
girlfriend	ragazza (f), fidanzata (f)
glasses	occhiali (mpl)
goldfish	pesce rosso (m)
grandad, grandfather	nonno (m)
grandchild	nipote (m/f)
grandma, granny, grandmother	nonna (f)
grandparents	nonni (mpl)
guinea pig	cavia (f), porcellino d'India (m)
guy, dude, bloke	ragazzo (m), tipo (m), tizio (m)
hair	capelli (mpl)
half-brother/step-brother, half-sister/step-sister	fratellastro (m), sorellastra (f)
hamster	criceto (m)
home	casa (f)
honest	onesto/a
house	casa (f)
husband	marito (m)
ideal	ideale
identity	identità (f)
in love	innamorato/a
intelligent	intelligente
invitation	invito (m)
kind	gentile
kitchen	cucina (f)
kiss	bacio (m)
lazy	pigro/a

## Foundation tier (cont)

life	vita (f)
lively	vivace
living room, front room, lounge	soggiorno (m), salotto (m), sala (f)
loft	soffitta (f), solaio (m)
man	uomo (m)
married	sposato/a
mean, nasty	cattivo/a, odioso/a
member of the family	membro della famiglia (m), familiare (m)
mood	umore (m)
mother	madre (f)
moustache	baffi (mpl.)
mouth	bocca (f)
multicultural	multiculturale
mum	mamma (f)
naughty	cattivo/a
neighbour	vicino/a (di casa) (m/f)
nephew	nipote (m)
nice, likeable	simpatico/a
nickname	soprannome (m)
niece	nipote (f)
normal	normale
old	vecchio/a, anziano/a
old fashioned	antiquato/a
older	più vecchio/a, più grande
oldest (brother/sister)	il/la maggiore (fratello/sorella)
only child	figlio unico (m), figlia unica (f)
opinion	opinione (f)
optimistic	ottimista
parents	genitori (mpl)
party	festa
penfriend	amico/a di penna (m/f), corrispondente (m/f)
people	gente (f sing.)
person	persona (f)
pessimistic	pessimista
pet	animale domestico (m)
picture	quadro (m)
place of residence	luogo di residenza (m)
Postcode	codice postale (m)
present, gift	regalo (m)
Pretty	carino/a
Rabbit	coniglio (m)
Reasonable	ragionevole
Relationship	rapporto (m), relazione (f)
Religion	religione (f)
Selfish	egoista
semi-detached house	casa/villetta bifamiliare (f)
sense of humour	senso dell'umorismo (m)
separated	separato/a
serious	serio/a
short (height)	basso/a

## Foundation tier (cont)

shy	timido/a
single	single, nubile (donna non sposata), celibe (uomo non sposato)
sister	sorella (f)
sofa, settee	divano (m), sofà (m)
son	figlio (m)
son-in-law, daughter-in-law	genero (m), nuora (f)
stepfather, stepmother	patrigno (m), matrigna (f)
straight (hair)	lisci
study (room)	studio (m)
surname	cognome (m)
survey	sondaggio (m), inchiesta (f)
tall	alto/a
telephone number	numero di telefono (m)
terraced house	casa/villetta a schiera (f)
thin, slim	magro/a, snello/a
tidy, neat	ordinato/a
to annoy	infastidire, disturbare
to argue, to quarrel	litigare
to babysit	fare da babysitter
to be called	chiamarsi
to be in a good / bad mood	essere di buon umore / di cattivo umore
to care for, to look after	curare, occuparsi di
to celebrate	festeggiare
to chat, chatter	chiacchierare
to chat (online)	chattare
to get divorced	divorziare
to get on (well) with	andare d'accordo con
to look (e.g. angry/happy etc)	sembrare (arrabbiato/felice etc.)
to respect	rispettare
to separate, to split up	separarsi, dividersi
tortoise	tartaruga (f)
tropical fish	pesce tropicale (m)
twins	gemelli/gemelle (m/fpl)
ugly	brutto/a
uncle	zio (m)
unemployed	disoccupato/a
unbearable	insopportabile
untidy	disordinato/a
visit	visita (f)
well behaved	educato/a
wife, woman	moglie (f)
woman	donna (f)
young/younger	giovane/più giovane
youth (i.e the time of life)	gioventù (f)

## Higher tier

acquaintance	conoscente (m/f)
adopted	adottato/a
adventurous	avventuroso/a

## Higher tier (cont)

Annoying	fastidioso/a, irritante
argument	litigio (m)
Career	carriera (f)
character trait	tratto caratteriale (m), caratteristica (f)
cheeky	sfacciato/a
comfortable (at ease)	a proprio agio
conceited	presuntuoso/a, pieno/a di sé
depressed	depresso/a
discrimination	discriminazione (f)
faith (religious)	fede (f)
fiancé(e)	fidanzato (m), fidanzata (f)
furnished	ammobiliato/a, arredato/a
gang	banda (f), gruppo (di amici) (m)
gender, sex	sexo (m)
generous	generoso/a
hall (in house), lobby	entrata (f), ingresso (m)
identical twins	gemelli identici (mpl)
independent	indipendente
jealous	geloso/a
loyal, faithful	leale, fedele
mad, crazy	matto/a, pazzo/a
meeting	riunione (f), incontro (m)
old age/third age	vecchiaia/terza età (f)
old people's home	casa di riposo (f)
pensioner, senior citizen	pensionato/a
pretentious	prezioso/a
priest	prete (m), sacerdote (m)
racist	razzista
relationship	rapporto (m), relazione (f)
relative, relation	parente (m/f)
reliable	affidabile
self-confident	sicuro/a di sé
sensitive	sensibile
sexist	sessista
similar	simile
single parent	genitore single (m)
spoilt	viziato/a
spot, pimple	foruncolo (m), brufolo (m)
stubborn	testardo/a
to be disadvantaged	essere svantaggiato/emarginato
to experience	sperimentare, provare
to look after	badare a, curarsi di, prendersi cura di qc
to pick on, to harass, to bully	prendere di mira, molestare, intimidire
to resemble/look like	somigliare/assomigliare
to suffer	soffrire
to support	sostenere
to thank	ringraziare
underage	minorenne (m/f)
understanding	comprensione (f)
well-balanced	equilibrato/a

## Identity and culture: cultural life

### Foundation tier

activity	attività (f)
advantage	vantaggio (m)
adventure film	film d'avventura (m)
article	articolo (m)
athletics	atletica (f)
badminton	badminton (m), volano (m)
ball	palla (f)
band/group	band (f), gruppo (m)
basketball	pallacanestro (f), basket (m)
body building	body building (m)
book	libro (m)
bowl	bocce (fpl)
boxing	pugilato (m), boxe (f)
bridegroom	sposa (f)
bridegroom	sposo (m)
camera	macchina fotografica (f)
canoeing	canoa (f)
cartoon	cartoni animati (mpl)
CD (compact disc)	CD (compact disc) (m)
celebration, party	celebrazione (f)/festeggiamento (m), festa (f)
changing rooms	spogliatoi (mpl)
chess	scacchi (mpl)
Christmas	Natale (m)
Christmas Eve	vigilia di Natale (f)
clarinet	clarinetto (m)
classical, classic	classico/a
climbing/rock climbing	scalata/arrampicata (f)
club	circolo (m), club (m)
collection	collezione (f)
comic (magazine)	fumetto (m)
competition	gara (f), concorso (m)
computer game	videogioco (m)
concert	concerto (m)
cultural life	vita culturale (f)
culture	cultura (f)
custom/tradition	usanza (f)/tradizione (f)
cycling	ciclismo (m)
dance/dancing	ballo (m), danza (f)
detective/police (book/film)	(libro/film) poliziesco/giallo
disadvantage	svantaggio (m)
disco, nightclub	discoteca (f)
documentary	documentario (m)
drums	batteria (f sing)
Easter	Pasqua (f)
Easter Monday	Lunedì dell'Angelo (m), Pasquetta (f)
engagement	fidanzamento (m), impegno (m)
entertainment	divertimento (m)
equipment	attrezzatura (f)
extreme sports	sport estremi (mpl)

## Foundation tier (cont)

fanatical about	appassionato/a di qs
fantasy film	film fantasy (m)
festival	festival (m), sagra(f)/festa (f)
flute	flauto (m)
film	film (m)
folk music	musica folk (f), musica popolare (f)
football	calcio (m)
free time	tempo libero (m)
game	gioco (m), partita (f)
games console	console (per videogiochi) (f)
Good Friday	Venerdì Santo (m)
guitar	chitarra (f)
gym	palestra (f)
gymnastics	ginnastica (f)
handball	pallamano (f)
Happy birthday!	Buon compleanno!
Happy New Year!	Buon anno!, Felice Anno Nuovo!
hobby, leisure activity	hobby (m), attività del tempo libero
hockey	hockey (m)
horror film	film di orrore (m)
horse riding	equitazione (f)
ice skating	pattinaggio su ghiaccio (m)
interest/hobby	interesse (m)/passatempo (m)/hobby (m)
judo	judo (m)
karate	karate (m)
keyboard	tastiera (f)
leisure	tempo libero (m)
Lent (period leading up to Easter)	Quaresima (f)
life	vita (f)
magazine	rivista (f)/ giornalino (m)
marriage	matrimonio (m)
martial arts	arti marziali (fpl)
mobile phone	cellulare (m)
Mothers' day	festa della mamma (f)
mountain bike	mountain bike (f)
mountaineering	alpinismo (m)
MP3 player	lettore MP3 (m)
music	musica (f)
netball	netball (m)
New Year	anno nuovo (m), Capodanno (m)
news	notizie (fpl), telegiornale (m)
orchestra	orchestra (f)
parachuting	paracadutismo (m)
paragliding	parapendio (m)
piano	pianoforte (m), piano (m)
play (theatre)	spettacolo (teatrale) (m)
player	giocatore (m)
pleasure/amusement	piacere (m), divertimento (m)
pocket money	paghetta (settimanale) (f)
pop music	musica pop (f)
quiz show	quiz (televisivo) (m)

## Foundation tier (cont)

race/racing	corsa (f), gara (f), competizione (f)
rap	rap (m)
reading	lettura (f)
recorder (instrument)	flauto dolce (m)
referee	arbitro (m)
rock music	musica rock (f)
roller blading	pattinaggio a rotelle (m)
role model	esempio (m), modello (m)
romantic	romantico/a
romantic film/love film	film romantico/film d'amore (m)
rugby	rugby (m)
sailing	vela (f)
saxophone	sassofono (m)
science fiction film	film di fantascienza (m)
series	serie (f)
shopping	compere (fpl)/acquisti (mpl), shopping (m)
show (theatre etc), TV show	spettacolo (teatrale etc.) (m), spettacolo televisivo (m)
singer	cantante (m/f)
skate boarding	fare/andare in skate-board
skiing	sci (m)
soap (opera)	telenovela (f), soap (f)
socialising	socializzazione (f), socializzare
social media	social media (mpl), media sociali (mpl)
song	canzone (f)
sport	sport (m)
sports ground	campo sportivo (m)
sporty	sportivo/a
spy story	storia di spionaggio (f)
squash	squash (m)
stage	palcoscenico (m)
stereo system/music centre	(impianto) stereo (m)
surfing	surf (m)
swimming	nuoto (m)
table tennis	ping pong (m), tennis da tavolo (m)
team	squadra (f)
technology	tecnologia (f)
television	televisione (f)
tennis	tennis (m)
thriller	thriller (m), giallo (m)
toy	giocattolo (m), gioco (m)
trumpet	tromba (f)
TV channel	canale TV/canale televisivo (m)
TV programme	programma televisivo (m)
Twelfth Night/Epiphany/6 <sup>th</sup> January	Epifania (f), Befana (f)
use of technology	uso (m) della tecnologia
violin	violino (m)
volleyball	pallavolo (f), volley-ball (m)
water skiing	sci d'acqua (m), sci nautico (m)
western (film etc)	western (film etc.)



## Foundation tier (cont)

Windsurfing  
X box  
youth club

windsurf (m)  
X-box (f)  
circolo giovanile (m)

## Higher tier

archery  
board game, electronic game  
cable TV  
camcorder/video camera  
championship  
do it yourself, DIY  
drama (TV etc)  
dubbed (film)  
earphones  
fencing  
fishing rod  
goal  
half-time  
knowledge  
league, division (sports)  
marriage ceremony, wedding  
melody/tune  
musical comedy (a musical)  
original version  
remote control  
rowing  
sailing boat  
satellite TV  
scuba diving  
sitcom  
sports equipment  
subtitles  
tournament  
viewer/audience

tiro con l'arco (m)  
gioco da tavolo (m), gioco elettronico (m)  
TV via cavo (f)  
videocamera (f), camcorder (f)  
campionato (m)  
fai-da-te (m), bricolage (m)  
dramma (TV etc.) (m)  
(film) doppiato  
auricolari (mpl), cuffie (fpl)  
scherma (f)  
canna da pesca (f)  
goal (m), rete (f)  
intervallo (della partita) (m)  
conoscenza (f)  
serie (f), divisione (sportiva) (f)  
cerimonia di nozze (f), matrimonio (m)  
melodia/canzone (f)  
musical (m), commedia musicale (f)  
versione originale (f)  
telecomando (m)  
canottaggio (m)  
barca a vela (f)  
TV satellitare (f)  
nuoto subacqueo (m)  
sitcom (f)  
attrezzatura sportiva (f)  
sottotitoli (mpl)  
torneo (m)  
spettatore (m), pubblico (m)

## Verbs associated with cultural life

to be a member of  
to collect  
to congratulate  
to cycle, go cycling  
to dance  
to do gymnastics  
to do sport  
to exercise  
to fish/go fishing  
to get married  
to go bowling (tenpin)  
to go for a walk/stroll  
to go horse riding  
to hike, ramble  
to play (a game/sport)

essere iscritto a, essere membro di  
collezionare  
congratularsi  
andare in bicicletta, fare ciclismo  
ballare  
fare ginnastica  
fare sport  
fare esercizio, fare moto  
pescare/andare a pesca  
sposarsi  
giocare a bowling  
andare a fare una passeggiata/passeggiare  
andare a cavallo, fare equitazione  
fare un'escursione, fare una camminata  
giocare (a qc)

## Verbs associated with cultural life (cont)

to play (an instrument)	suonare (uno strumento)
to roller-skate	andare sui pattini a rotelle, pattinare (con i pattini a rotelle)
to sail	fare vela, andare in barca a vela
to score a goal	segnare un goal
to shoot	sparare, andare a caccia
to skateboard	fare skate-board
to ski, to snowboard	sciare, fare snowboard
to swim	nuotare
to take out for a walk (the dog)	portare fuori (il cane), uscire con (il cane)
to take part (in)	partecipare, prendere parte (a)
to train	allenarsi
to walk	camminare

## Identity and culture: using social media

### Foundation tier

blog	blog (m), diario in rete (m)
chatroom	chat room (f)
computer	computer (m)
connection	connessione (f), collegamento (m)
cyber bullying	cyberbullismo/ciberbullismo (m), bullismo
digital	online (m)
disk	digitale
email	disco (m)
homepage	email (f), posta elettronica (f)
internet	homepage (f), pagina iniziale (f)
internet page	internet (m)
key (of keyboard)	pagina di internet (f)
keyboard	tasto (m)
social media	tastiera (f)
mouse	i media sociali (m pl)
new technology	mouse (m)
password	nuova tecnologia (f)
printer	password (f), parola d'ordine (f)
programmer	stampante (f)
risk	programmatore (m)
screen	rischio (m)
security	schermo (m)
social network	sicurezza (f)
software	social network (m), rete sociale (f)
to burn	software (m)
to chat on line	masterizzare
to download	chattare (online)
to erase, delete	scaricare
to load	cancellare, eliminare
to publish	caricare
to print	pubblicare
to save, to store	stampare
to surf (the net)	salvare, archiviare
	navigare (in rete)

## Foundation tier (cont)

to type	scrivere al computer, digitare
to upload	caricare
virus	virus (m)
web	rete (f), web (m)
web page	pagina web (f)
webcam	videocamera digitale (f), webcam (f)
website	sito web (m), website (m)

## Local area, holiday and travel

### Foundation tier

abroad	all'estero
accommodation	alloggio (m), sistemazione (f)
adult	adulto (m)
advertisement, advert	annuncio (m)
air conditioning/air-con	aria condizionata (f)
airport	aeroporto (m)
appointment	appuntamento (m)
area (in town)	quartiere (m), zona (f)
arrival	arrivo (m)
art gallery	galleria d'arte (f)
asking for help	chiedere aiuto
bakery	panetteria (f)
balcony	balcone (m)
bank	banca (f)
bar	bar (m)
basement	seminterrato (m)
bath	bagno (m)
bath tub	vasca da bagno (f)
bathroom	bagno (m)
beach	spiaggia (f)
bed	letto (m)
bed and breakfast accommodation	bed and breakfast (m), pensione (f)
bed linen	lenzuola (fpl)
bicycle/bike	bicicletta/bici (f)
bike/car hire	noleggio biciclette/auto (m)
boat	barca (f)
bowling alley	bowling (m)
brand/make	marca (f)
bridge	ponte (m)
brochure/leaflet	opuscolo (m), depliant (m)
building	edificio (m)
bus (by bus)	autobus (in autobus) (m)
bus stop	fermata dell'autobus (f) stazione degli autobus, delle corriere/dei pullman (f)
bus/coach station	
business/trade	commercio (m)
butcher's shop	macelleria (f)
café	bar (m), caffè (m)
calm/peaceful	calmo/a, tranquillo/a
campsite	campeggio (m), camping (m)

## Foundation tier (cont)

capital city	capitale (f)
car	macchina (f), automobile (f)
car park	parcheggio (m)
caravan	roulotte (f)
carriage (train)	carrozza (f), vagone (m)
castle	castello (m)
cathedral	duomo (m), cattedrale (f)
chemist's	farmacia (f)
church	chiesa (f)
cinema	cinema (m)
city/town	città (f)
closed	chiuso/a
coach	corriera (f), pullman (m)
coast	costa (f)
comfortable	comodo/a
commercial	commerciale
compartment	scompartimento (m)
concert	concerto (m)
connection	coincidenza (f)
corner	angolo (m)
country	campagna (f)
country (i.e. nation)	Paese (m), nazione (f)
countryside, scenery	paesaggio (m)
crossroads	incrocio (m)
cycle path	pista ciclabile (f)
dealing with problems	affrontare problemi
degree (temperature)	grado (m)
delay	ritardo (m)
department store	grande magazzino (m)
departure	partenza (f)
destination	destinazione (f)
diesel (fuel)	diesel (gasolio) (m)
direct	diretto/a
direction	direzione (f)
directions	indicazioni (stradali) (fpl)
disco	discoteca (f)
diversion, detour	deviazione (f)
double room	camera doppia/matrimoniale (f)
driver	autista (m/f)
driving licence	patente di guida (f)
eating out	mangiare fuori
electrical goods (retailer)	negozio di elettrodomestici (m)
emergency	emergenza (f)
enjoy your stay!	buon soggiorno!
entertainment, things to do	divertimenti (mpl), cose da fare (fpl)
entrance	entrata (f)
exhibition	mostra (f)
exit	uscita (f)
experience	esperianza (f)
factory	fabbrica (f)
farm	fattoria (f)

## Foundation tier (cont)

Ferry	traghetto (m)
field	campo (m)
fishmonger's	pescheria (f)
flat, apartment	appartamento (m)
flight	volo (m)
floor (on the floor)	pavimento (m) (per terra)
floor, storey (1st, 2nd)	piano (m) (primo, secondo)
(it is) forbidden to...	(è) vietato...
foreigner	straniero (m)
form	modulo (m)
free (available, vacant)	libero/a (disponibile)
full (hotel etc)	pieno/a, esaurito/a
full board (all meals included)	pensione completa (f)
games room	sala giochi (f)
garage, service station, petrol station	garage (m), stazione di servizio (f), distributore di benzina (m)
greengrocer's	fruttivendolo (m)
grocery, grocer's shop	negozio di alimentari (m)
ground floor	piano terra (m), pianterreno (m)
guest (in a hotel), customer	ospite (di albergo) (m), cliente (m/f)
guided tour	visita guidata (f), tour guidato (m)
half board (B and B and evening meal)	mezza pensione (f)
heating	riscaldamento (m)
hill	collina (f)
hire of/hiring/renting (e.g. bike, house)	noleggio (m) (for es. bicicletta), affitto (m) (casa)
historic	storico/a
holiday, fair/festival	vacanza (f), festa (f), festival (m)
holidays	vacanze (fpl)
hospital	ospedale (m)
hotel	albergo (m), hotel (m)
household goods shop (cleaning materials etc)	negozio di casalinghi (m)
hypermarket	ipermercato (m)
ice rink	pista di pattinaggio su ghiaccio (f)
identification, ID	documento d'identità (m), carta d'identità (f)
in advance	in anticipo
included	incluso/a, compreso/a
indoor swimming pool	piscina coperta (f)
industrial	industriale
industry	industria (f)
information office	ufficio informazioni (m)
inhabitant	abitante (m)
inside	dentro, all'interno
island	isola (f)
journey	viaggio (m)
key	chiave (f)
lake	lago (m)
left luggage office/locker	deposito bagagli (m)
leisure centre	centro ricreativo (m)
library	biblioteca (f)
lift	ascensore (m)
line/route	linea(f), percorso (m)

## Foundation tier (cont)

litter/rubbish bin	cestino dei rifiuti (m)
lively	vivace
local area	zona locale (f)
lorry	camion (m)
lost property office	ufficio oggetti smarriti (m)
luggage	bagaglio (m)
luxurious	lussuoso/a, di lusso
map (of a country, road map)	cartina (f)
map (of the town)	piantina (della città) (f)
market	mercato (m)
means of transport	mezzi di trasporto (mpl)
Media	media (mpl), mezzi di comunicazione di massa (mpl)
metro/underground	metropolitana/metro (f)
Monument	monumento (m)
Moped	motorino (m)
motorbike/bike	motocicletta/moto (f)
Motorway	autostrada (f)
Mountain	montagna (f)
Museum	museo (m)
Nature	natura (f)
newspaper	giornale (m)
newspaper stall	edicola (f), giornalaio (m)
night club	discoteca (f)
occupied/taken	occupato/a
office	ufficio (m)
on foot	a piedi
on the left	a sinistra
on the right	a destra
one way street	strada a senso unico (f)
open	aperto/a
opening hours/times	orario di apertura (m)
organiser	organizzatore
outing, trip	gita (f), escursione (f)
outside	fuori
outside/in the open air	fuori/all'aperto
outskirts, suburb (of town)	periferia (della città)
owner	proprietario/a (m/f)
palace	palazzo (m)
park	parco (m)
passenger	passaggero/a (m/f)
passport	passaporto (m)
passport control	controllo passaporti(m)
pavement	marciapiede (m)
pedestrian	pedonale
pedestrian area	zona pedonale (f)
pedestrian crossing	attraversamento pedonale (m), passaggio pedonale (m)
petrol	benzina (f)
petrol station	distributore di benzina (m)
picturesque	pittoresco/a
pillow	cuscino (m)

## Foundation tier (cont)

pitch (for tent)	piazzola (per tenda) (f)
place	posto (m), luogo (m)
places to see	posti da vedere (mpl)
plane	aereo (m)
platform	binario (m)
playground	parco giochi (m)
police station	stazione di polizia (f), questura (f)
policeman/woman	poliziotto (m), poliziotta (f)
port	porto (m)
post office	ufficio postale (m), posta (f)
postcard	cartolina (f)
poster, notice	poster (m), avviso (m), cartello (m)
preference	preferenza (f)
price list	listino prezzi (m)
problem	problema (m)
province	provincia (f)
public holiday	festa (nazionale) (f)
public transport	trasporti pubblici (mpl)
public/municipal	pubblico/a, comunale
railway	ferrovia (f)
reception	reception (f)
receptionist	receptionist (m/f)
reduction	riduzione (f)
region, area	regione (f), zona (f)
rent, rental	affitto(m), noleggio (m)
reservation	prenotazione (f)
return ticket	biglietto di andata e ritorno (m)
river	fiume (m)
road map	cartina stradale (f)
road/street	via(f), strada (f)
(bed) room (in a hotel)	camera (di albergo) (f)
sea	mare (m)
(at the) seaside	al mare
season	stagione (f)
seat (train, plane)	posto (m)
service station	stazione di servizio (f)
sheet	lenzuolo (m)
ship	nave (f)
shop	negozio (m)
(shop) window	vetrina (di negozio) (f)
shopping centre	shopping centre (m), centro commerciale (m)
show	mostra (f), spettacolo (m)
shower	doccia (f)
sight, place of interest	luogo di interesse (m)
sign (road sign)	cartello stradale (m)
single room	camera singola (f)
single ticket	biglietto di andata (m)
ski resort	località sciistica (f)
sleeping bag	sacco a pelo (m)
sleeping car (in a train)	vagone letto (m)
snack bar	tavola calda (f), snack-bar (m)

## Foundation tier (cont)

snack bar, buffet (on a train)	buffet (m), vagone ristorante (m)
soap	sapone (m)
souvenir	souvenir (m), ricordo (m)
spacious	spazioso/a
sports centre	centro sportivo (m)
square (in town)	piazza (f)
stadium	stadio (m)
stairs, staircase	scala (f), scale (fpl)
star	stella (f)
station (railway)	stazione (ferroviaria) (f)
stop (bus, tram etc)	fermata (autobus, tram etc.) (f)
suburb, outskirts of town	periferia (della città) (f)
suitable for drinking	potabile
suitcase	valigia (f)
summer camp	campo estivo (m)
supermarket	supermercato (m)
supplement	supplemento (m)
swimming pool	piscina (f)
taxi	taxi (m)
television set	televisore (m)
tennis court	campo da tennis (m)
tent	tenda (f)
theatre	teatro (m)
things to do	cose da fare (fpl)
ticket inspector	controllore (m)
ticket office	biglietteria (f)
ticket, tram, bus or metro ticket	biglietto (del tram, dell'autobus o della metropolitana) (m)
till, cash desk	cassa (f)
Timetable	orario (m)
to be situated	essere situato/a, trovarsi
to camp (in a tent)	fare campeggio
to cross	attraversare
to continue, carry on	continuare
to follow	seguire
to function, to work	funzionare
to hire, to rent	noleggiare, affittare
to miss (train, bus etc.)	perdere
to pack/unpack (cases)	fare/disfare le valigie
to park	parcheggiare
to turn/switch off	spegnere
to turn/switch on	accendere
tobacconist's shop	tabaccheria (f)
toilet paper	carta igienica (f)
toilets	bagni (mpl), toilette (f)
toothbrush	spazzolino da denti (m)
toothpaste	dentifricio (m)
tour	giro (m), tour (m)
tourist	turista (m/f)
tourist attraction	attrazione turistica (f)
tourist information office	ufficio turistico (m), ufficio di turismo (m)



## Foundation tier (cont)

(tourist) transactions	transazioni (turistiche) (fpl)
tower	torre (f)
town	città (f)
town centre	centro città (m), centro della città (m)
town hall	municipio (m)
track, platform (railway)	binario (m)
traffic	traffico (m)
traffic jam	ingorgo (stradale) (m)
traffic lights	semaforo (m)
train	treno (m)
tram	tram (m)
travel agency	agenzia di viaggi (f)
travel	viaggio (m)
traveller	viaggiatore (m)
twin room	camera doppia/a due letti (f)
underground station	stazione della metropolitana (f)
unleaded petrol	benzina senza piombo (f)
view (over, of)	vista (su, di) (f)
village	paese (m), villaggio (m)
visit	visita (f)
waiting room	sala d'attesa (f)
wardrobe	armadio (m)
wash basin	lavabo (m), lavandino (m)
way out/exit	uscita (f)
weather	tempo (meteorologico) (m)
welcome	benvenuto/a
window	finestra (f)
wood, forest	bosco (m), foresta (f)
youth hostel	ostello della gioventù (m)

## Higher tier

ATM/ cash point	sportello bancomat (m), bancomat (m)
brakes	freni (mpl)
canal	canale (m)
customs (i.e. at border crossing)	dogana (f)
door (of train etc)	porta (di treno etc.) (f)
dry cleaner's, dry cleaning	lavasecco (m), tintoria (f)
emergency exit	uscita d'emergenza (f)
event	evento (m), avvenimento (m)
experience	esperienza (f)
fast train	treno rapido (m)
fireworks	fuochi d'artificio (mpl), fuochi artificiali (mpl)
fountain	fontana (f)
helicopter	elicottero (m)
hospitality	ospitalità (f)
ironmonger's/hardware shop	ferramenta (m)
level crossing	passaggio a livello (m)
motorway junction	raccordo autostradale (m)
no entry (when driving)	divieto di accesso (m)
no parking	divieto di parcheggio (m)

## Higher tier (cont)

Noise	rumore (m)
package holiday	pacchetto vacanze (m), viaggio organizzato (m)
procession	processione (f)
registration/check in	registrazione (f), check in (m)
roundabout (in road)	rotatoria (f), rotonda (f)
rush hour	ora di punta (f)
savings bank	cassa di risparmio (f)
seaside resort	località balneare (f)
seat belt	cintura di sicurezza (f)
speed (limit)	(limite di) velocità
surrounding area, vicinity	area circostante (f), vicinanze (fpl)
to board, embark (plane, boat)	imbarcarsi (aereo, nave)
to brake	frenare
to confirm	confermare
to overtake	superare, sorpassare
to put someone up, accommodate	sistemare qn, alloggiare
to run over (traffic accident)	investire
to stay (for a holiday)	stare, soggiornare
to take place, occur	aver luogo, avvenire
to validate a ticket (e.g. train, tram)	convalidare/timbrare il biglietto (treno, tram)
toll	pedaggio (m), casello (m)
unleaded (petrol)	(benzina) senza piombo
vehicle	veicolo (m)
winter/skiing holidays	vacanze invernali/sciistiche (fpl), settimana bianca (f)
zoo	zoo (m), parco zoologico (m)

## Phrases associated with weather

### Foundation tier

bad (weather)	brutto
Bright	soleggiato, (fa) bel tempo
climate	clima (m)
Cloud	nuvola (f)
(it is) cloudy	(è) nuvoloso
(it is) cold	(fa) freddo
degree (temperature)	grado (m)
Dry	secco/a
Fog	nebbia (f)
(it is) foggy	nebbioso, c'è nebbia
heat	calore (m)
highest temperature	temperatura più alta (f)
(it is) hot	(fa) caldo
(in the) east, eastern	(a) est/(a) oriente, orientale
(in the) north, northern	(a/nel) nord/(nel) settentrione, settentrionale
(in the) south, southern	(a/nel) sud/(nel) meridione, meridionale
(in the) west, western	(a) ovest/(a) oriente, orientale
it is freezing	fa freddissimo, è gelido
it is lightning	lampeggia
it is raining	piove
it is snowing	nevicca

## Foundation tier

it is thundering  
lightning  
lowest temperature  
mist  
nice (weather)  
overcast  
rain  
season  
sky  
snow  
storm, thunderstorm  
sun  
sunny, the sun is shining  
thunder  
to change  
to freeze  
to rain  
to shine  
to snow  
weather  
weather forecast, weather report  
  
wind  
(it is) windy

tuona  
lampo (m)  
temperatura più bassa (f)  
foschia (f)  
bello (bel tempo)  
coperto, nuvoloso  
pioggia (f)  
stagione (f)  
cielo (m)  
neve (f)  
tempesta (f), temporale (m)  
sole (m)  
soleggiato, c'è il sole  
tuono (m)  
cambiare  
gelare  
piovere  
brillare  
nevicare  
tempo (meteorologico)  
previsioni del tempo (fpl), previsioni meteo (fpl)  
vento (m)  
ventoso (c'è vento)

## Higher tier

average temperature  
bright spell  
changeable  
hail  
misty  
rainy  
shower (rain)  
stormy  
to brighten up  
to hail

temperatura media (f)  
schiarita (f)  
variabile  
grandine (f)  
nebbioso/a  
piovoso/a  
acquazzone (m)  
temporalesco/a  
rischiararsi  
grandinare

## Asking for directions

are you going on foot/in a car?  
as far as  
continue  
cross (over)  
go straight on  
high street/main street  
how do I get to?  
it is 100 metres away  
it is very close  
take the first road on the left  
turn left  
turn right

vai/va a piedi/in macchina?  
fino a  
continua/continui  
attraversa/attraversi  
va/vada sempre dritto  
strada principale  
per andare a...?  
è a 100 metri (di distanza)  
è molto vicino  
prendi/prenda la prima a sinistra  
gira/giri a sinistra  
gira/giri a destra

## Dealing with problems

### Foundation tier

Address	indirizzo (m)
Bill	conto (m)
bill (invoice)	fattura (f)
Breakdown	guasto
Broken	rotto/a
Colour	colore (m)
complaint	reclamo (m)
correct number	numero corretto/giusto (m)
customer	cliente (m/f)
customer service	servizio clienti (m)
damage	danno (m)
delivery	consegna (f)
email address	indirizzo email (m)
form	modulo (m)
guarantee	garanzia (f)
mistake	errore (m)
payment method	metodo di pagamento (m)
purse	portamonete (m), borsellino (m)
quantity	quantità (f)
receipt	ricevuta (f), scontrino (m)
reduction	riduzione (f)
repair	riparazione (f)
replacement (part)	(pezzo di) ricambio (m)
service	servizio (m)
size	misura (f), taglia (f)
telephone number	numero di telefono (m)
theft, robbery	furto (m), rapina (f)
to complain	reclamare, protestare
to deliver	consegnare
to exchange	Cambiare
to guarantee	garantire
to pay	pagare
to repair	riparare
to replace	sostituire
to work, function	funzionare
waiting time	tempo d'attesa (m)
wallet	portafoglio (m)
wrong number	numero sbagliato (m)

### Higher tier

instructions for use	istruzioni per l'uso (fpl)
insurance	assicurazione (f)
progress, improvement	progresso (m), miglioramento (m)
to bring back, take back	portare indietro
to return/give back	restituire/rendere
to insure	assicurare

## School

### Foundation tier

absent	assente
A levels (equivalent)	esame di maturità/di livello avanzato (GB) (m)
achievement, performance	risultati (mpl), profitto (m)
answer	risposta (f)
art	arte (f)
biology	biologia
board (blackboard, whiteboard etc)	lavagna (tradizionale, lavagna bianca etc) (f)
book	libro (m)
break	pausa (f), intervallo (m)
calculator	calcolatrice (f), calcolatore (m)
canteen	mensa (f)
careers adviser	consulente di formazione (m/f)
caretaker	custode (m/f)
celebrating success	celebrare/festeggiare un successo/un buon risultato
changing room	spogliatoio (m)
chemistry	chimica (f)
choir	coro (m)
class test, assessment	verifica (f), compito in classe (m)
classroom	aula (f), classe (f)
clever	intelligente
copy, script (exam paper)	copia (f), testo (d'esame) (m)
corridor	corridoio (m)
desk	banco (m)
detention	punizione (alunno trattenuto oltre la fine delle lezioni)
dictionary	dizionario (m)
drama	teatro (m), dramma (m)
drama group, acting group	gruppo teatrale (m), gruppo di attori (m)
DT (design technology)	grafica computerizzata (f)
education	istruzione (f)
English	inglese (m)
examination	esame (m)
exchange	scambio (m)
exercise book	quaderno (m)
exercise, practice	esercizio (m), pratica (f)
experiment	esperimento (m)
fair	giusto/a, equo/a
felt tip	pennarello (m)
first day back at school	primo giorno di scuola (m)
food technology	tecnologia alimentare (f)
foreign languages	lingue straniere (fpl)
fountain pen	penna stilografica (f)
French	francese (m)
future plans	progetti per il futuro (mpl)
GCSE equivalent	esame di licenza media (m)
geography	geografia (f)
German	tedesco (m)
glue	colla (f)
gym	palestra (f)

## Foundation tier (cont)

gymnastics	ginnastica (f)
half-term	vacanza di metà trimestre (f)
hardworking	diligente
headteacher	direttore (m), direttrice (f), preside (m/f)
history	storia (f)
humanities	materie umanistiche (fpl)
(school) holidays	vacanze (scolastiche) (fpl)
homework	compito (m)/compiti (mpl)
ICT	informatica (f)
Italian	italiano (m)
kindergarten, nursery school	scuola materna (f), asilo (m)
laboratory	laboratorio (m)
(modern) languages	lingue (moderne) (fpl)
language lab	laboratorio linguistico (m)
latin	latino (m)
lesson, hour	lezione (f), ora (f)
library	biblioteca (f)
lunch break	pausa pranzo (f)
mark, grade	voto (m)
maths	matematica (f)
media studies	scienze della comunicazione (fpl)
mixed	misto/a
music	musica (f)
oral	orale
pad of paper	blocco (m)/bloc-notes (m)
page	pagina (f)
PE	educazione fisica (f)
pen	penna (f)
pencil	matita (f)
pencil case	astuccio (m)
physics	fisica (f)
plan, project	piano (m), progetto (m)
playground	parco giochi (m)
present (in school)	presente (a scuola)
pressure	pressione (f)
primary school	scuola primaria/scuola elementare (f)
private school	scuola privata (f)
progress	progresso (m)
projector	proiettore (m)
personal and social education (PSE)	educazione civica (f)
pupil	alunno/a (m/f), allievo/a (m/f)
qualification	qualifica (f)
question	domanda (f)
religion, Religious Studies	religione (f)
report	pagella (f), giudizio (m)
result	risultato (m)
rubber	gomma (f)
rule	regola (f)
ruler	righello (m)
secondary school	scuola secondaria (f), scuola media (f)
school	scuola (f)

## Foundation tier (cont)

school activities	attività scolastiche (fpl)
school bag	cartella (f)
school book	libro scolastico (m)
school bus	scuolabus (m)
school day	giorno di scuola (m)
school exchange	scambio (scolastico) (m)
school event	evento scolastico
school group/party	gruppo scolastico (m)
school hall	salone della scuola (m), sala delle assemblee (f)
school keeper, caretaker	custode (m/f), bidello/a (m/f)
school leaving certificate	diploma di maturità (m)
school report, certificate	pagella (f), diploma (m)
school trip	gita scolastica (f)
school year	anno scolastico (m)
sciences	scienze (fpl)
scissors	forbici (fpl)
serious (hardworking)	serio/a, diligente
semester	semestre (m)
sharpener	temperamatite (m)
sixth form	scuola superiore (ultimi due anni in Gran Bretagna) (f)
sociology	sociologia (f)
Spanish	spagnolo (m)
sports field	campo sportivo (m)
sports hall, gym	palestra (f)
staff room	sala professori (f)
state	stato (m)
state school	scuola statale (f)
strict	severo/a
strong, good at (subject)	bravo/a (in)
student	studente (m), studentessa (f)
subject	materia (f)
success	successo (m)
successful	di successo
summer holidays	vacanze estive (fpl)
supply teacher, cover teacher	supplente (m/f)
team	squadra (f), gruppo (m)
technology	tecnologia (f)
term	trimestre (m)
test	prova (f), verifica (f)
tie	cravatta (f)
timetable	orario (m)
to answer	rispondere
to attend (school)	frequentare
to calculate	calcolare
to carry on	continuare
to copy	copiare
to correct	correggere
to discuss	discutere
to draw	disegnare
to fail (an exam)	essere bocciato (a un esame)/non passare (un esame)

### Foundation tier (cont)

to fill out	riempire, compilare
to pass (exam)	passare/superare (esame)
to pay attention, to be careful	fare attenzione, stare attento
to practise	fare pratica, esercitarsi
to read	leggere
to repeat	ripetere
to repeat a year	ripetere un anno
to revise	ripassare
to sing	cantare
to sit an exam	sostenere un esame
to study	studiare
to teach	insegnare
to understand	capire
to work hard	lavorare sodo, impegnarsi
training, education	formazione, istruzione
type of school	tipo (m) di scuola
unfair	ingiusto
uniform	divisa (f), uniforme (f)
vocational school, technical college	scuola professionale (f), istituto tecnico (m)
weak, bad at (subject)	non bravo/a, scarso/a in (materia)
what school is like	com'è la scuola
worksheet	foglio (di lavoro) (m)
yr 7	prima media (anno 7)
yr 8	seconda media (anno 8)
yr 9	terza media (anno 9)
yr 10	primo anno della scuola superiore (anno 10)
yr 11	secondo anno della scuola superiore (anno 11)
yr 12	terzo anno della scuola superiore (anno 12)
yr 13	quarto anno della scuola superiore (anno 13)

### Higher tier

ballpoint pen	penna a sfera (f)
biology	biologia (f)
boarding school	collegio (m)
business studies	studi aziendali (mpl)
class register	registro di classe (m)
core/compulsory subject	materia obbligatoria (f)
degree (university)	laurea (universitaria) (f)
distance (i.e. distance learning)	a distanza
earphones	auricolari (mpl), cuffie (fpl)
economics	economia (f)
essay	tema (m)
final exam	esame finale (m)
foreign language assistant	assistente di lingua straniera (m/f)
gifted	dotato/a
headphones	cuffia (f)
ink cartridge	cartuccia d'inchiostro (f)
meeting, discussion	incontro (m), riunione (f), discussione (f)
necessary	necessario/a
optional (subject)	facoltativo/a



## Higher tier

Permission	permesso (m)
physics and chemistry	fisica (f) e chimica (f)
pressure	pressione (f)
pronunciation	pronuncia (f)
sociology	sociologia (f)
studies	studi (mpl)
supervisor	supervisore (m)
text book	libro di testo (m)
to agree (with) something	essere d'accordo su qs
to ask a question	fare una domanda
to be cancelled (lessons)	essere cancellato
to copy	copiare
to drop a subject	lasciare una materia
to explain	spiegare
to follow	seguire
to have a detention	avere una punizione
to improve (one's knowledge/skills in)	migliorare (la propria conoscenza/le proprie competenze in)
to move up (to the next form/year)	passare (alla classe/all'/anno successivo)
to pronounce	pronunciare
to skive/to skip/bunk lessons	saltare le lezioni
to spell	scrivere
to teach	insegnare
to translate	tradurre
training centre	centro di formazione (m)
translation	traduzione (f)
university	università (f)
waste of time	perdita di tempo (f)
(to do a) written punishment, lines	(fare un) compito (scritto) di punizione (m)

## Future aspirations, study and work

### Foundation tier

actor, actress	attore (m), attrice (f)
advertisement	annuncio (m), inserzione (f), pubblicità (f)
air hostess/air steward	assistente di volo (m/f), hostess (f), steward (m)
ambition	ambizione (f)
answerphone	segreteria telefonica (f)
apprenticeship	apprendistato (m)
architect	architetto (m)
artist	artista (m/f)
aspiration	aspirazione (f)
badly paid	mal pagato/a
baker	fornaio/a (m), panettiere/a (m)
beyond the classroom	al di fuori della classe
builder	costruttore (m), imprenditore edile (m)
building relationships	instaurare relazioni
business/shop	impresa (f), negozio (m)
busy	impegnato/a, occupato/a
butcher	macellaio/a (m/f)

## Foundation tier (cont)

Career	carriera (f)
cashier	cassiere/a (m/f)
charity	associazione di beneficenza (f), ente di beneficenza (m)
civil servant	funzionario/a statale, (m/f), impiegato/a statale (m/f)
coffee (tea/lunch) break	pausa caffè (tè/pranzo)
colleague	collega (m/f)
computer science	informatica di beneficenza
computer scientist	informatico (tecnico) (m)
conference	conferenza di beneficenza
cook	cuoco/a (m/f)
degree (university)	laurea (universitaria) (f)
dentist	dentista (m/f)
designer	progettista (m/f)
doctor	dottore (m), dottoressa (f)
drama	teatro (m), dramma (m), opera drammatica (f)
dream	sogno (m)
driver	conducente (m/f), autista (m/f), macchinista (m/f)
educational	didattico/a, formativo/a
electrician	elettricista (m/f)
(bank) employee	impiegato/a di banca (m/f), bancario/a (m/f)
employer	datore di lavoro (m)
employment	impiego (m), lavoro (m), occupazione (f)
engineer	ingegnere (m), tecnico (m)
experienced	esperto/a
farmer	agricoltore (m)
farm worker	bracciante agricolo (m)
fashion	moda (f)
file	dossier (m), pratica (f), file (m)
fireman	vigile del fuoco (m), pompiere (m)
folder	cartella (f)
form	modulo (m)
further study	studi ulteriori (mpl)
future	futuro (m)
interview (job)	colloquio (di lavoro) (m)
interview (TV or magazine)	intervista (TV o rivista) (f)
job	lavoro (m), occupazione (f)
journalist	giornalista (m/f)
language	lingua (f)
manager	manager (m), responsabile (m/f), dirigente (m/f)
marketing	marketing (m), commercializzazione (f)
mechanic	meccanico (m)
meeting	riunione (f), incontro (m)
message	messaggio (m)
musician	musicista (m/f)
nurse	infermiere/a (m/f)
part time	part-time, a tempo parziale

## Foundation tier (cont)

per hour	orario (m), per ora
pharmacist	farmacista (m/f)
plan, project	piano (m), progetto (m)
planned	programmato/a, pianificato/a
plumber	idraulico (m)
poet	poeta (m/f)
police officer	poliziotto (m), poliziotta (f)
profession	professione (f)
programmer	programmatore (m), programmatrice (f)
sales representative, rep	rappresentante (m/f), venditore (m), venditrice (f)
salary	salario (m)
sewing, tailoring	cucito (m), sartoria (f)
situation wanted	domande di impiego (f)
skills	abilità (fpl), competenze (fpl)
society/company	società (f), azienda (f), ditta (f)
student	studente (m), studentessa (f)
study	studio (m)
teacher	insegnante (m/f), professore (m), professoressa (f), docente (m/f)
teacher (primary)	maestro/a (m/f)
technician	tecnico (m)
telephone call	telefonata (f)
terms of employment	condizioni d'impiego (fpl)
to apply for a job	fare domanda (di lavoro), candidarsi per un lavoro
to cut, cut off (phone)	tagliare, cadere (la linea)
to dial the number	fare il numero
to do a course	fare un corso
to fill in a form	compilare un modulo
to file	archiviare
to hang up	attaccare
to organise	organizzare
to print	stampare
to represent	rappresentare
to study	studiare
training	formazione (f)
travel agency	agenzia di viaggi (f)
unemployment	disoccupazione (f)
university	università (f)
voluntarily/without pay/as a volunteer	su base volontaria/come volontario
volunteering	volontariato (m)
waiter/waitress	cameriere (m), cameriera (f)
well paid	ben pagato/a
work	lavoro (m), occupazione (f)
work experience	esperienza di lavoro (f)

## Higher tier

(data) file	file (dati) (m)
aim, goal	scopo (m), obiettivo (m)
to apply at/go to/ask at reception	informarsi presso/rivolgersi a/domandare alla reception)
apply, enrol	fare domanda, iscriversi
appointment	appuntamento (m)
apprentice	apprendista (m/f)
charity sale (e.g. bake sale)	vendita di beneficenza (es., vendita di dolci per beneficenza)
data base	database (m)
enclosed	allegato/a
hard disk	disco fisso (m), hard disk (m)
higher education	istruzione superiore (f)
impression	impressione (f)
in aid of	a sostegno di
internship	stage (m), tirocinio (m)
job advert, vacancy	annuncio di lavoro (m), posto di lavoro (m)
job, position	lavoro (m), impiego (m), posizione (f)
key (on keyboard)	tasto (su tastiera) (m)
keyboard	tastiera (f)
law (study of the subject)	legge (f)
letter of application	lettera di domanda (f)
link	collegamento (m), link (m)
medicine (study of the subject)	medicina (f)
memory card	scheda di memoria (f)
mouse	mouse (m)
printer	stampante (f)
profession, job, occupation	professione (f), lavoro (m), occupazione (f)
promotion prospects	prospettive di promozione (fpl)
qualification	qualifica (f)
qualified	qualificato/a
school education	istruzione scolastica (f)
signature	firma (f)
success	successo (m)
successful	di successo
teaching, education (as a subject)	insegnamento (m), istruzione (f)
to enclose, to attach	allegare
to introduce oneself	presentarsi
to send	mandare, inviare
to volunteer	lavorare come volontario
touch screen	touch screen
underscore	trattino basso (m)
university	università (f)
voluntary work	volontariato (m)
volunteer	volontario (m)
webmail	webmail (f)
word processing	word processing (m), elaborazione testi (f)

## International and global dimension: bringing the world together, environmental issues

### Foundation tier

access	accesso (m)
advantages/disadvantages	vantaggi/svantaggi (mpl)
animal	animale (m)
being "green"	essere "verde"
campaign	campagna (f)
campaigns/good causes	campagne (fpl)/buone cause (fpl)
charity	associazione di beneficenza (f), ente di beneficenza (m)
coal	carbone (m)
country	Paese (m)
disaster	disastro (m)
drinking water	acqua potabile (f)
drought	siccità (f)
earth	terra (f)
electricity	elettricità (f)
energy, power	energia (f)
environment	ambiente (m)
environmental issues	problemi ambientali (mpl)
fair trade	commercio equo (m)
(music) festival	festival (di musica) (m)
flood, flooding	inondazione (f), alluvione (f), allagamento (m)
for/against	pro/contro
(rain) forest	foresta (pluviale) (f)
gas	gas (m)
global, world wide	globale, mondiale
hunger, famine	fame (f), carestia (f)
hurricane	uragano (m)
international	internazionale
international/global dimension	dimensione internazionale/globale (f)
lack (of)	mancanza (di) (f), carenza (di) (f)
music event	evento musicale (m)
natural resources	risorse naturali (fpl)
oil	petrolio (m)
Olympic games	giochi olimpici (mpl), Olimpiadi (fpl)
people	gente (f sing), popolazione (f)
planet	pianeta (m)
pollution	inquinamento (m)
poverty	povertà (f)
protection	protezione (f), tutela (f)
recycling	riciclaggio (m)
rubbish	rifiuti (mpl), spazzatura (f)
sports event	evento sportivo
to die	morire
to live	vivere
to pollute	inquinare
to protect	proteggere, tutelare
to recycle	riciclare
to save (water)	risparmiare (acqua)

### Foundation tier (cont)

war  
world  
world cup (football)

guerra (f)  
mondo (m)  
coppa del mondo (di calcio) (f)

### Higher tier

climatic (adjective)  
earthquake  
fresh water  
global warming  
instant  
rights of man, peoples' rights  
salt water  
security  
solar power  
species  
sports event  
spying  
starving  
to (make) compost  
to benefit  
to lack  
to contaminate  
to save, to keep safe  
to sort/separate (e.g. rubbish)  
to stay in contact  
to survive  
to threaten  
unfortunate, needy  
volcano

climatico/a  
terremoto (m)  
acqua dolce (f)  
riscaldamento globale (m)  
istante (m)  
diritti dell'uomo (mpl), diritti umani (mpl)  
acqua salata (f)  
sicurezza (f)  
energia solare (f)  
specie (fpl)  
evento sportivo (m)  
spionaggio (m)  
affamato/a  
trasformare in concime, fare compostaggio  
beneficiare  
aver bisogno di, essere privo di  
contaminare  
salvare, , custodire  
separare (es.rifiuti)  
restare in contatto  
sopravvivere  
minacciare  
sfortunato, bisognoso  
vulcano (m)

## Appendix 4: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles<sup>[1]</sup> and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including subject associations, academics and advisors, teachers and students to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCSE (9 to 1) Subject Level Guidance* and *GCSE Subject Level Conditions and Requirements for Modern Foreign Languages*, published in April 2016.

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<sup>[1]</sup> Pearson's World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 5*.

## **From Pearson's Expert Panel for World Class Qualifications**

**May 2014**

"The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice."

**Sir Michael Barber (Chair)**

Chief Education Advisor, Pearson plc

**Professor Lee Sing Kong**

Director, National Institute of Education, Singapore

**Bahram Bekhradnia**

President, Higher Education Policy Institute

**Professor Jonathan Osborne**

Stanford University

**Dame Sally Coates**

Principal, Burlington Danes Academy

**Professor Dr Ursula Renold**

Federal Institute of Technology, Switzerland

**Professor Robin Coningham**

Pro-Vice Chancellor, University of Durham

**Professor Bob Schwartz**

Harvard Graduate School of Education

**Dr Peter Hill**

Former Chief Executive ACARA

All titles correct as at May 2014



# Appendix 5: Transferable skills

## The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'<sup>[1]</sup>

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves:<sup>[2]</sup>

## Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate. <sup>[3]</sup>

## Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

## Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

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<sup>[1]</sup> OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

<sup>[2]</sup> Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

<sup>[3]</sup> PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

## Appendix 6: Codes

Type of code	Use of code	Code
Discount codes	Every qualification eligible for performance tables is assigned a discount code indicating the subject area to which it belongs. Discount codes are published by the DfE.	Please see the GOV.UK website*
Regulated Qualifications Framework (RQF) codes	Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code. The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.	The QN for this qualification is: 603/0986/6
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	GCSE – 1IN0
Paper codes	These codes are provided for reference purposes. Students do not need to be entered for individual papers.	Paper 1: 1IN0/01 Paper 2: 1IN0/02 Paper 3: 1IN0/03 Paper 4: 1IN0/04

\*[www.gov.uk/government/publications/2018-performance-tables-discount-codes](http://www.gov.uk/government/publications/2018-performance-tables-discount-codes)

## **About Pearson**

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes so do people.

This specification is Issue 5. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](https://www.pearson.com/qualifications)

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