ITALIAN

Paper 7164/03
Speaking

Key messages

- Candidates were well prepared.
- The quality of the recording was good for most centres and the samples chosen were in accordance with the guidelines given.
- The randomisation grid in the Instructions for Teachers/Examiners was usually followed correctly.
- Clerical work was usually very good in centres.
- Centres are reminded to use the alternative questions provided in the topic conversations if a candidate does not understand the first version of the question.
- Sample sizes were correct and covered the full mark range.
- Most examiners also understood the need to ask **no more than two further questions** of their own if timings were short on topic conversations.

General comments

Most examiners were familiar with the requirements and format of the test. The Speaking test is intended to be a test of spontaneous communicative ability. A wide range of performance was evident across the candidature and examples of performance at all levels of ability were heard.

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

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

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

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

When there was a pause between two questions in the script, most examiners gave candidates the time to answer the first question before asking the second one. The pause is there intentionally to give candidates the time to process the questions and think best how to answer relevantly. Before the tests, examiners need to have a clear idea of which questions they may use as their own further questions on each topic and make

sure that further questions are not too closed in nature for more able candidates. Stronger candidates should have further questions which are a little more open and which give them the opportunity to say more than a brief response.

Centres are reminded that if a topic conversation lasts 3 and a half minutes or less, even after asking extension questions, the examiner must ask up to two further questions of their choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes. If after these two further questions the topic conversation still lasts 3 and a half minutes or less, the examiner must stop the conversation.

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

Clerical checks and sample size

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

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

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

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

Comments on specific questions

Role plays

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

The nine role plays were accessible to candidates and set in situations in which candidates could find themselves in real life.

The first two tasks in each role play were of a factual nature and gave candidates the opportunity to answer briefly. Candidates mostly answered these two opening questions well. It was essential for candidates to be familiar with questioning formulations such as *quando*, *quante persone*, *dove andiamo*, *a che ora?* The vocabulary used in the role play questions was straightforward and usually notions of time and place were well understood.

On each card, the last three tasks were more challenging as candidates needed to demonstrate the ability to use the present, past and future tenses correctly. Centres should remember that, in the role plays, brief answers can be awarded full marks provided they are not ambiguous.

Card 1 seemed to be accessible and generally candidates did well. On Task 3, most candidates said they wanted to have a picnic at the park, but sometimes the word *parco* was not clear. Some also found it difficult to answer *e per gli altri?* This was sometimes because the examiner did not leave a pause between the two questions.

Card 2 was answered well by most. A few candidates found Task 3 difficult. Here they needed to say why they had a dog.

For Card 3, most candidates realised that they needed to explain why they wanted to give the videogame back, although some found Task 4 and the requirement to say whether they preferred to shop online or in person challenging.

For Card 4, most candidates said what colour they liked, but a few found Task 3 difficult, where they needed to explain why they wanted to buy a new bike.

For Card 5, weaker candidates did not always understand *chi preferisci chiamare?* (Task 1) and sometimes candidates rephrased the situation. Generally, most were able to say when they were hurt on Task 3.

For Card 6, Task 1 was generally answered well as most understood *a che ora parte l'aereo?* On Task 5, only a few candidates were not able to say what they would do if they missed the plane.

Card 7 was usually well understood, and most candidates were able to give a brief reason why they liked their job (Task 3), for example *perché è divertente*, *perché è facile*.

For Card 8, stronger candidates were able to say how they lost their passport, but a few found it difficult to say what they were doing (*che cosa facevi?*) in Task 4.

For Card 9, most candidates were able to say how much they wanted to spend to buy a new computer (Task 2), but weaker candidates did not understand *quanto tempo hai passato al computer ieri?* Instead, they answered with the present tense, for example *di solito uso il mio computer per due ore*, which was not the correct answer here.

Topic conversations

Examiners are reminded to introduce the topic area in Italian before each conversation. The first four topics were based on one of the sub-topics of Areas A and B as listed in the syllabus. The last three topics were taken from one of the sub-topics in Areas C, D or E of the syllabus. All these sub-topics were familiar to candidates and a full range of performance was heard with each conversation having its easier and more challenging questions. The first two questions on each conversation were simpler as they required one straightforward answer without justifications, for example *quando è il tuo compleanno*; *che tempo fa oggi*; *quando pulisci la tua camera?*

The final three questions on each card were more challenging as they required candidates to communicate relevantly in past and future time frames. Each topic conversation also gave candidates the opportunity to express and justify their opinions.

Topic 1 was a familiar topic for candidates. A few candidates did not understand Question 5 (*descrivi la casa che ti piacerebbe avere da grande*). Several said they wanted *una piscina*.

Topic 2 was approached fairly confidently by candidates. Most candidates were able to say what they did to keep fit, for example *vado in palestra*, but some struggled with Question 4 (*quale pensi sia il maggior pericolo per la salute oggigiorno?*) because they said what they did not do, for example *io non fumo*, which is not the right answer here.

Topic 3 was generally approached well by candidates who seemed to be very familiar with the vocabulary required. Most candidates answered well, demonstrating a good understanding of the topic.

For Topic 4, most candidates were able to say what they liked to do during their favourite season, and some were able to talk about the environmental issues in Question 5, demonstrating solid preparation.

For Topic 5, most candidates were able to say what subjects they liked to study, and they also included opinions, for example *perché è fantastic* or *il professore è interessante*. A few found Question 5 difficult (*quale materia secondo te sarà utile per il futuro e perché?*) Some candidates said *informatica* without saying why.

Topic 6 was completed quite well by candidates, although some needed to listen more carefully to the question as in some cases they answered too quickly and did not hear some vital words. Most candidates understood Questions 2 (*da quanto tempo abiti lì*), but a few answered using the past tense.

Topic 7 was approached well by most candidates. These candidates explained how they celebrated their birthday. However, a few candidates found Question 3 challenging (*quali sono le tradizioni del tuo Paese che ti piacciono di più e perché?*) Some candidates answered with *il Natale* or *la Pasqua* without giving a reason.

ITALIAN

Paper 7164/12
Listening (Multiple Choice)

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

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

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

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

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

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

General comments

Candidates appear to understand the demands of the test and performed generally well. The recordings were progressively more complex and the questions more challenging, allowing able candidates to continue to perform well. Weaker candidates found it increasingly difficult to cope with the demands of the paper, but they attempted to answer all the questions. Candidates are encouraged to review key vocabulary on the topic areas on the syllabus in the lead-up to the exam, to listen extensively to spoken Italian and practise with past papers.

Cambridge Assessment
International Education

Comments on specific questions

Questions 1–8

This exercise is designed to offer a lead-in and, indeed, most candidates answered all the questions correctly. There were only a handful of wrong answers, but no consistent trend.

Questions 9–14

Candidates heard a longer extract about a campsite. Candidates found this exercise more challenging with a significant number of candidates finding it difficult to recognise the bicycle as the only non-motorised vehicle.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between a teacher and a parents' representative about a school trip. Many candidates performed well on this task, despite the recording being more demanding than the previous one.

Questions 20–28

In this exercise, candidates heard two interviews about staying healthy and keeping fit.

The text was a little more complex than that of the previous question and proved to be more of a challenge.

The items attracting the highest number of incorrect answers were **Questions 21** and **24**. In **Question 21**, a significant number of candidates understood the word *corso* and went for option **A**, having overlooked *di gruppo*.

In **Question 24**, some candidates overlooked the details about calories and weight loss and went for option **B**.

Questions 29–34

This exercise was based on an interview with a young pianist. The recording proved more challenging for some candidates.

Question 29 appeared to be one of the most challenging questions. Some candidates went for option **A**, having overlooked that the mother used to play the piano in the past. **Question 30** was also difficult for some candidates as many latched onto the idea of the parents saying that Roberto had talent, whereas in reality the text says that they were told about their child's talent.

Questions 35–37

Candidates heard an interview with a man who likes mountain goats. For each section candidates had to identify two correct statements from a choice of five. This is designed to be the most challenging exercise on the paper. However, there was no significant difference between candidates' performance on this final exercise compared with the previous one. Most correct answers were identified by the majority of candidates. The most difficult was the answer about the goats' diet, as candidates thought that high-altitude grass is richer in salt.

ITALIAN

| Paper 7164/22 |
| Reading |

Key messages

There is no need for candidates to express their answers using full sentences in **Questions 4** and **6**. This can lead to grammatical errors which can then invalidate a previously correct answer. They should also avoid lifting large chunks from the text, as this does not demonstrate what they have actually understood.

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

Candidates should also pay close attention to the question words at the beginning of each question. This will evidently help them with locating the content of their answers, but also with how to formulate their responses. For example, a question starting with *perché* will require an answer starting with *perché* or *per.* In a similar vein, a question starting with *Di che cosa* will require an answer beginning with *di*.

General comments

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

Despite understanding the text well, some candidates struggled to express their answers clearly and unambiguously. Time should be spent on reinforcing the present tense of high-frequency Italian verbs, particularly *essere* and *avere*. The accent on *è* is very important to avoid confusion with *e* (and), and equally the spelling of *hanno* should also be highlighted, so that candidates can avoid confusing it with *anno*.

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

In **Question 5**, while it is useful to look for synonyms, candidates should be taught about the dangers of 'word-spotting' and encouraged to focus on the meaning of the whole text.

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

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

Comments on specific questions

Question 1

This question presented few problems.

Question 2

This question was answered well on the whole although **2(e)** proved problematic for some, with candidates confusing *macelleria* and *pescheria* and giving F as an answer rather than B. Other candidates seemed unfamiliar with the word *abbigliamento* and linked it with *arance* from sentence **(d)**.

Question 3

This was an accessible question and was mostly very well answered. On occasions, candidates answered **(e)** incorrectly, as they did not link *ho troppi compiti* to *deve studiare*. These candidates offered B as their answer.

Question 4

(a) Most candidates managed to express a reason by using *per* before the infinitive. A few only wrote an infinitive, which did not convey a sense of intentionality.

(b) Again, nearly all candidates answered this correctly, with just a small number omitting to express their answer as a reason.

(c) Again, nearly all candidates answered this correctly.

(d) This was a straightforward question for candidates. *Nautico* proved a difficult word to spell, but tolerance was shown here.

(e) Quite a few candidates struggled to answer this question as they interpreted *come ha trovato* incorrectly and answered by saying *sua madre*. Others correctly answered *stancante* but then invalidated their answers by adding *ci sono riuscito* and omitting to manipulate the auxiliary verb.

(f) Candidates dealt with this question very well, although it should be noted that a verb was required to gain the point, as writing just *gentile* was simply too ambiguous.

(g) Some candidates offered responses such as *raccontava dell'infanzia del nonno,* which was ambiguous. It is important to identify the subject of the question in order to avoid this type of error.

(h) This question was also mostly well answered. It was important to qualify the word *nonna* with a definite article or possessive pronoun to gain the mark.

(i) Candidates had few difficulties locating the answer to this question.

(j) This was perhaps the most problematic part of this question. Candidates who answered successfully were able to manipulate the auxiliary verb preceding *riso* from *abbiamo* to *hanno*. Some candidates gave the wrong answer and wrote about the meal. Lastly, meeting the words *riso* and *cena* in the same sentence led to confusion for a small number of candidates, who incorrectly interpreted *riso* as a noun.

(k) A few candidates wrote *mare*, but this question was answered well overall.

Question 5

This question, which required detailed comprehension from a vocabulary-rich text, was generally well answered. Some candidates encountered difficulties with **(c)** as, having identified the word *spiaggia* as a link between the two texts, they answered with 7 rather than 8.

Question 6

(a) Most candidates were able to convey the idea of answering or talking on the telephone successfully, although some answered with a bare infinitive, which was not an adequate response.

(b) Again, candidates who were successful here used *per* before the infinitive to convey the idea of a reason, or the verb *cercare* with an appropriate tense and subject.

(c) This was answered well overall, although candidates who merely lifted from the text and did not manipulate *suggerisco* to *suggerisce* did not score a point. Tolerance was shown, however, to incorrect third person indirect object pronouns.

(d) Most candidates were able to locate the correct information in the text and answer this question successfully.

(e) This question proved challenging, especially to weaker candidates who struggled to convey the concept of an increase in dog ownership. Some candidates also invalidated their answers by writing *ha avuto un aumento,* thereby making a general trend specific to *Concetta*, which was not necessarily the case.

(f) Most candidates successfully answered this question, although many also provided an explanation for Concetta's choice of words. This was not necessary and was treated as a harmless addition.

(g) This question was generally well answered, although candidates who directly lifted *mie* from the text failed to score the point.

(h) Strong candidates dealt very well with this. However, a significant number of candidates misunderstood the question and answered with *felicità* and *benessere*.

(i) There was an error in the text regarding the spelling of *finanziaria,* which was required in the answer to **6(i)**. This has been corrected in the published version of the paper. Please note that as a result, full marks have been awarded to all candidates for this question to make sure that no candidates were disadvantaged.

ITALIAN

```
┌─────────────────────────────┐
│      Paper 7164/42          │
│        Writing              │
└─────────────────────────────┘
```

Key messages

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

General comments

While there were many very good pieces of writing, in general, this year's answers were not developed as well as in previous years and some responses were hard to follow. Handwriting and spelling could be better to improve this, but, most importantly, candidates should be encouraged to plan their answers carefully before they start writing to avoid crossing out lots of work and including later additions, which can make the work difficult for examiners to read and make sense of. Planning will also help candidates to avoid missing out some of the bullet points in the question.

Comments on specific questions

Question 1

Details to add to a form for a photographic service

Most candidates were able to list at least four pieces of information required without many issues. A certain amount of leeway was granted here in terms of accuracy of spelling and gender, especially for the first two gaps (a singular form of a colour was still accepted e.g. *nero*). However, spelling mistakes which meant the word written had a completely different meaning in Italian were not accepted (e.g. 'lungi' for *lunghi* or 'ondoso', for *ondulati*). Words in languages other than Italian (particularly those with an English influence) did not score marks (e.g. *'blondi', 'alegre'*). A small minority of candidates only gave three or four items and therefore could not get full marks. However, the main issue was the misunderstanding or lack of attention to the third and fourth gaps, where candidates offered a physical characteristic rather than an adjective to describe personality.

Question 2

Description of a best friend

There were many detailed answers here, and as a result most candidates managed to achieve full marks as they provided relevant information and opinions. This was also due to the fact that the emphasis on communication allowed for some tolerance of mistakes with *e/è* and *volgio/voglio*. Candidates were generally able to give thoughtful descriptions of their friends for the first bullet point. The second bullet point was maybe the most problematic for some candidates because they did not answer the second question (*Perché?*) to justify why they like to do a certain activity with their friend. The third bullet point, in contrast, was mostly answered very well, and few candidates had problems manipulating *preferisci* to *preferisco*. Many candidates could have performed better in the final bullet point if they had read the bullet point more carefully: the question specified *con lui/lei*, but instead they wrote about what they would do with, for example, a family member or a different friend. The candidates who scored highly not only answered all questions successfully, but also offered a range of vocabulary. A candidate who, on the other hand, used *divertente* repeatedly (i.e. three or four times), and could not offer a variety of linking expressions, was not

able to hit the higher bands of the mark scheme. These candidates could improve by focusing a little more on appropriate and natural sounding linking in their preparation for this exercise and reading the bullet points very carefully so that they answer each one directly and expand their answer with relevant information in clauses containing a variety of vocabulary and verbs to avoid repetition.

Question 3

- **3(a) A weekend at a country home**

This was by far the most popular option in **Question 3**. It seemed like candidates who chose this option were able to use more complex grammatical items such as object pronouns, superlatives and impersonal verbs. A typical high-scoring answer would also be linked well, using not just linking conjunctions but a range of relative pronouns (e.g. *che*, *dove* and *in cui*). Unfortunately, a few candidates confused *poi* with *puoi*, a mistake which significantly interferes with communication. Lastly, candidates who were able to use *piacere* accurately in the past tense were rewarded for this.

BP1 The first bullet point did not present too many difficulties, but some candidates struggled to answer it fully as they forgot to say when exactly they went there and simply repeated the *un fine settimana* from the instructions.

BP2 Many candidates answered this question with an appropriate activity you could do at home (e.g. *ho cucinato*, *ho fatto i compiti*, *abbiamo giocato a carte*), but the two most common mistakes candidates made when attempting this bullet point were forgetting to use the past tense and answering the bullet point without clearly saying what they did <u>in</u> the house. This led to a more general answer about activities one can do in the countryside (e.g. *abbiamo mangiato in un ristorante*, *siamo andati a fare una passeggiata nel bosco*).

BP3 Many candidates gave lengthy descriptions of the house, which provided interesting vocabulary. Although not strictly necessary, the choice of more advanced vocabulary to describe a house such as *luminosa*, *spaziosa* and *splendida* as alternatives to more basic vocabulary items such as *bello* and *grande* helped many candidates to achieve higher marks for Range of Language. Some candidates also blended the third and fourth bullet points together, which usually meant some marks were lost for task completion. This should be avoided.

BP4 With the exception of the quite common mistake in trying to correctly conjugate the verb *preferire* (many candidates repeated *preferisci* instead of the correct form *preferisco*), the vast majority of candidates managed to answer this bullet point giving interesting reasons for their preference. As mentioned above, a lot of candidates blended this bullet point with the third one.

BP5 Most answers to this question were detailed with a range of vocabulary.

- **3(b) The environment and you**

This was answered well overall, and it was a topic which candidates felt strongly about. Those who chose this option were able to express their opinions effectively using appropriate and, in some cases, very interesting vocabulary. Some candidates made a lot of effort to achieve a journalistic style, which made their answers very informative and enjoyable to read. There were no particular repeated errors in this question, other than the spelling of *riciclare* with the incorrect 'reciclo' being quite common.

BP1 Many candidates were able to answer this question accurately by giving appropriate vocabulary with few mistakes. The vocabulary generally covered when studying this topic was used a lot (e.g. *traffico*, *riscaldamento globale*, *spazzatura*) and even when candidates opted for more creative answers (sometimes more difficult), the spelling was accurate (e.g. *il riscaldamento della terra*, *gli orsi polari*, *gli animali in via d'estinzione*).

BP2 Likewise, for this bullet point many candidates used the correct vocabulary (e.g. *vetro*, *lattine*, *carta*, *plastica*) and only on a few occasions were there spelling mistakes that had an impact on accuracy (e.g. *i bottigli di plastici*, *il plastico*).

BP3 This bullet point was the one which candidates most struggled to deal with as they either wrote in the present tense or wrote about other activities not specific to the environment.

BP4 Several candidates offered a very personal, interesting response to this bullet point. Unfortunately, some candidates forgot to respond to the *perché* part of the question, thus losing some marks. This bullet point allowed candidates to answer using quite advanced language (e.g. *penso che le scuole potrebbero fare di piú*, *secondo me la mia scuola non fa abbastanza perché…*, *se avessi l'opportunità, vorrei che la mia scuola facesse…*).

BP5 There were some very good responses to this bullet point, citing the importance of walking to school or using public transport. Some candidates were able to structure their writing really well and this led to a very good use of connectives and structures which produced well-written and cohesive answers (e.g. *dopo aver considerato tutti i punti di vista, penso che andare a scuola a piedi sia il migliore*).