

ITALIAN

Paper 0535/11
Listening (Multiple Choice)

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

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

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

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

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

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

General comments

Candidates appeared to understand the demands of the test and generally performed well. Most candidates attempted all questions.

The Italian extracts heard by candidates gradually increased in terms of length and density and featured monologues, conversations and interviews. The emphasis of the questions moved from targeting the candidates' ability to pick out information contained in short factual pieces, to testing their ability to understand specific information, as well as opinions and explanations, in longer extracts.

Comments on specific questions

Questions 1–8

Most candidates answered all the questions correctly in this exercise. In **Question 3**, a few candidates gave the wrong answer, possibly not having been able to differentiate between the pictures of a beach kiosk and a market stall.

Questions 9–14

Candidates heard a longer extract about a summer camp. Candidates found this exercise a little more challenging but on the whole they performed well. Some of them failed to recognise 'fattoria' as 'farm' (**Question 10**). In **Question 11**, some candidates thought that 'a due letti' meant 'with bunk beds'.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between mother and son, about holidays. Most candidates answered correctly, but some candidates were not able to associate 'sono stufo di andare' con 'è andato lì troppe volte'. Others could not make the link between 'Il tempo però è incerto, piove spesso' and 'teme di non trovare bel tempo', or could not understand that the father would not leave them enough time for the beach.

Questions 20–28

In this exercise, candidates heard two short interviews between two friends talking about the environment. The exercise represented a step up in the incline of difficulty of the test. In **Question 23**, the word 'davvero' might have puzzled some candidates but most of the candidates answered this question correctly. In **Question 24**, a sizable proportion of the candidates did not associate 'ma i ragazzi sono più convinti di quello che fanno' with 'i ragazzi dimostrano più convinzione'.

Question 28: Many candidates encountered difficulty here, with only about half answering correctly. Many candidates failed to understand that schools ought to give practical advice on how students could help.

Questions 29–34

The exercise was based on an interview with a young Italian actress. Stronger candidates answered all these questions correctly. In **Question 31**, quite a few candidates did not understand that Donatella moved to London to be with her boyfriend. In **Question 32** most of the candidates who answered incorrectly did not understand that the relationship between Donatella and Bill ended.

Questions 35–37

Candidates heard a conversation between two friends about working from home. For each section, candidates had to identify two correct statements from a choice of five. Many candidates performed well in this final exercise, although **Question 37** proved more challenging to a few of them who did not understand that the company saves money when employees work from home. Those candidates selected option **B** instead of option **A** for the first answer.

ITALIAN

Paper 0535/12
Listening (Multiple Choice)

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

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

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

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

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

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

General comments

Candidates appeared to understand the demands of the test and generally performed well. Most candidates attempted all questions.

The Italian extracts heard by candidates gradually increased in terms of length and density and featured monologues, conversations and interviews. The emphasis of the questions moved from targeting the candidates' ability to pick out information contained in short factual pieces, to testing their ability to

understand specific information, as well as opinions and explanations, in longer extracts. The paper differentiated well.

Comments on specific questions

Questions 1–8

Performance in this exercise was generally very good, with most candidates answering the majority of the questions correctly. In **Question 2**, a few candidates were unable to identify 'collina'. Also, in **Question 4** some candidates did not recognise the word 'coperta'.

Questions 9–14

Candidates heard a longer extract about a language and culture course in Tuscany. Stronger candidates answered all questions correctly. Some candidates did not understand 'lezione individuale' in **Question 10**, 'torre' in **Question 11** and, 'vini' in **Question 14**.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about extra-curricular activities. Most candidates answered correctly, proving to be at ease with the vocabulary and the requirements of the exercise.

Questions 20–28

In this exercise, candidates heard two short interviews between two friends who entered two different photography competitions. The exercise represented a step up in the incline of difficulty of the test. In **Question 21**, quite a few candidates failed to associate the idea of bad weather with 'fa troppo freddo'. **Question 27** was the most challenging question in this exercise. It required some inference and only about a third of the candidates were able to answer it correctly.

Questions 29–34

The exercise was based on an interview with an Italian singer-songwriter. Stronger candidates answered these questions correctly. Most of those who answered **Question 32** incorrectly selected distractor **A**; they did not understand 'colonna sonora'.

Questions 35–37

In this exercise, candidates heard an interview with a girl from Naples, interested in the maintenance of the dialect. For each section candidates had to identify two correct statements from a choice of five. Many candidates performed well in this final exercise. **Question 36** was the most demanding in this exercise. The most common wrong answer was option **B**.

ITALIAN

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

Answers are marked on the basis of the ability of the candidate to demonstrate genuine comprehension and it is important that candidates bear this in mind when answering the questions, particularly in the later exercises. The Examiner is looking for evidence of this when awarding marks.

Candidates should keep answers brief and focused (full sentences are not required), while ensuring that they have included all relevant elements that are necessary to gain the mark. Indiscriminate and lengthy lifting from the text is discouraged and candidates should seek to demonstrate that they have understood the question and are able to locate and communicate the correct answer. Where candidates introduce extra, irrelevant material, particularly in **Exercises 4** and **6**, this will often invalidate an otherwise correct answer as the Examiner cannot be sure what the candidate has understood.

The requirement for answers to be given in Italian should encourage rather than discourage future candidates (especially those of lower ability) as weaker candidates seemed to locate answers readily in instances where it might be a challenge to give an accurate or acceptable English translation.

Candidates are advised to familiarise themselves with the style of the paper and its various sections and exercises (through practice of specimen and past papers). This could be particularly useful for **Exercises 4, 5** and **6**.

All sections should be attempted and candidates should, where possible, ensure that they leave themselves time to check that they have both completed all questions and checked their answers for accuracy.

General comments

Candidates seemed mostly very well-prepared and appeared to approach the questions with confidence.

The level of ability of the candidates who were entered for this paper was increasingly mixed, albeit with a large number of higher ability candidates. It is hoped that candidates of an increasingly wide range of abilities will continue to opt for this IGCSE in future sessions.

The requirement for answers to be given in Italian has the potential to aid candidates, as mentioned in the key messages section. Therefore, answering in Italian should encourage candidates of lower ability from entering for this IGCSE.

Levels of grammatical accuracy in some of the responses were variable, and this should be noted as an important part of gaining the mark to a certain extent in **Exercise 4**, but particularly in **Exercise 6**. Where the Examiner was able to identify genuine comprehension and an unambiguous, clear message, marks were awarded. Where manipulations of Italian are required (in **Exercises 4** and **6**), these are simple e.g. changing the verb from the first person to the third person.

The accessibility of the paper and its texts was evident both by the high marks scored by many candidates and also by the fact that almost all candidates attempted the full set of questions. Candidates should be advised to attempt to answer all questions, particularly, but not exclusively, where the answers are multiple choice.

Comments on specific questions

Esercizio 1 Domande

(a) – (e) Most candidates scored the full set of marks in this section, demonstrating familiarity with the items of vocabulary tested.

Esercizio 2 Domande

(a) – (e) Questions in this exercise were answered quite successfully by candidates. All candidates correctly identified *biglietteria* (a) and *caffetteria* (e), with very infrequent errors appearing with regards to *deposito bagagli* (b) and *ufficio informazioni* (d). *Sala d'attesa* (c) was identified the least well in this section, although the great majority of candidates did get this right.

Esercizio 3 Domande

(a) – (g) Many candidates performed well in this exercise (particularly in (d) and (e)), locating the correct answers from the multiple choice options. However, marks were dropped by a proportion of candidates in (a) when it came to identifying the reason why Giorgio was writing to Sabina (*ammalato*).

As stated above, candidates should attempt every question, particularly in these first exercises, even if they are unsure that they have the correct answer.

Esercizio 4 Domande

(a) – (k) This exercise was based on a letter from Chiara to her friend, Ana, describing what she does at school. This exercise required candidates to locate answers to the comprehension questions based on the text, and to write them in Italian. Often the answer could be directly lifted from the text once correctly located. It should be noted that candidates do not need to write answers in full sentences, as this can often introduce needless extra ambiguity and/or mistakes which can ultimately lead to losing the mark. Answers were accepted despite grammatical errors, provided that these errors did not create ambiguity.

Questions (a), (b) and (h) were answered correctly by all candidates.

Some candidates struggled in articulating the correct answer for **Question (c)** (*non è tra i migliori studenti*) as this answer required a simple first person to third person manipulation (*sono* to *è*).

Question (e), which was a two-item answer (i) and (ii), also proved more challenging for candidates, again primarily due to the first to third person manipulation required for the answer.

Several candidates dropped the mark for **Question (f)**, where they were asked what Chiara has to do for homework this term, due to the fact of not mentioning *leggere romanzi*, but instead listing *la cosa che mi/le piace di più al mondo*.

A small number of candidates were unable to identify the correct answer for **Question (i)** (*gli esperimenti creano troppo fumo*).

Esercizio 5 Domande

(a) – (e) **Exercise 5** required candidates to match each of five people to one of eight activities. Each person and activity had a brief description, and candidates needed to identify the most appropriate activity for each based on the information provided. Careful reading and attention to detail was required for this exercise as single items of vocabulary taken out of context can be misleading. The exercise was generally completed well, with **Questions (a)** and **(e)** being the most likely to be identified incorrectly.

Esercizio 6 Domande

(a) – (i) In **Exercise 6** candidates are asked to demonstrate a more precise understanding of Italian, and as such, responses should be focused. Additional material copied from the text may obscure understanding and consequently invalidate an otherwise correct answer. Simple manipulations (often of the verb form from first to third person) are required at points throughout this exercise, so it is important that candidates are aware and practise this, particularly through the use of specimen and past papers, before sitting this paper.

In this exercise, candidates were asked to read a text on a tennis champion (*Marco Grancuore*) and then answer comprehension questions based on what they have read.

This exercise was generally completed quite well, although **Question (a)** was incorrectly answered by the majority of candidates who often said that Marco was born with a tennis racquet in his hand.

Question (b) only troubled a few candidates, although **Question (c)** was slightly problematic for candidates, often due to the manipulation of *rimanevo*.

Question (d) (both (i) and (ii) parts) and **Question (e)** were answered correctly by almost all candidates.

Question (f) challenged a few of the candidates, who were unable to identify the most important moment of 2019 for Marco.

Almost all candidates gained marks in **Question (g)** (both (i) and (ii) parts), correctly identifying the reasons why it was difficult to play against Flavio.

However, **Question (h)** was particularly tricky for some candidates who were unable to identify and articulate the correct reason that Marco does not often get to see his family.

Most candidates found **Question (i)** to be straightforward.

Generally speaking, **Exercise 6** was answered well, considering this was the hardest and most challenging section of the Question Paper.

Final Remarks

The accessibility of this paper was demonstrated by the fact that almost all candidates attempted every question, even in the final exercise, with a significant majority gaining high marks. It is hoped that candidates of all abilities will increasingly opt for this IGCSE, recognising the advantages of questioning and answering in Italian.

ITALIAN

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

There is no need for candidates to write full sentences in answers to either **Question 4** or **6**. Indeed, candidates may invalidate their answers if they write too much due to poor expression or the lifting of large or untargeted chunks from the text, which may or may not contain the answer.

Candidates should check that the answer directly answers the question in an unambiguous way. For example, a noun on its own may communicate nothing unless it is accompanied by a verb with an appropriate subject or by a preposition. Candidates should check that they have manipulated the verb in order to answer the question and not just lift the verb from the text, where it may be in a different person.

Candidates are advised to pay close attention to the formulation of the question. For example, if it asks '*Perché*?' (why?) it is expected that the response will begin '*Perché.....*' (because). Similarly candidates will be assisted by noting any prepositions starting the question, e.g. *Di che cosa....?* will anticipate an answer beginning with *di* (possibly with an article).

Much can be gleaned by close inspection of published mark schemes of past papers to indicate both length and formulation of expected answers to corresponding questions.

Clarity and legibility of handwriting is important, even in the questions which require a single letter or number response. For example, if the possible options for an answer contain the numbers 1, 2 and 7, candidates must ensure that the Examiner can determine which option is being given for any one question.

General comments

Candidates generally appeared to understand the written texts well and most were able to locate the key information.

Given that both **Questions 4** and **6** require written answers, candidates should be familiar with at least the present tense conjugations of the most important Italian verbs: *essere*, *avere*, *fare* and *andare*. The 3rd person plural present tense of *avere* (*hanno*) was frequently misspelled. The accent on *è* (is) is critical in distinguishing it from the conjunction *e* (and) and therefore it should not be omitted.

Articles and articulated prepositions (*al/alla, del/della/degli, nello etc.*) were often inaccurately written and the general rules of their formation should be reinforced.

Given the frequent occurrence of questions asked in the 3rd person about texts written in the 1st person, it would be advisable for teachers to practise the necessary manipulations from first to third person and the avoidance of second person references in answers.

Comments on specific questions

Question 1

This question presented few problems. A few candidates seemed unfamiliar with the word *palestra* and hence misunderstood **Question 1 (b)**.

Question 2

This question was generally well-answered. A fair number of candidates seemed unfamiliar with the word *ingresso* and offered *uscita* or *segreteria* in answer to **Question 2 (b)**.

Question 3

This question was generally well-answered. A few candidates may have been unfamiliar with the word *merenda* and gave *legge* as the answer to **Question 3 (b)**.

Question 4

- (a) Most candidates identified the correct material in the text and some were able to render it perfectly (*dei suoi amici più cari*). There were a variety of attempted spellings of the possessive adjective but those that would have created a potential ambiguity with *sei* (six) could not be allowed. Several candidates invalidated their answers by lifting the second person elements from the original text.
- (b) Nearly all candidates identified the answer, though only a minority were able to render it with the correct articulated preposition *alla*.
- (c) Most candidates identified the correct activity, running, but a significant number were unable to conjugate *correre* in the third person singular or plural. Some renditions were potentially ambiguous and could not be allowed.
- (e) These questions were generally well answered except for candidates who preserved the first person plural verb in **part (ii)**.
- (h) A number of candidates invalidated their answers by writing *tre anni fa*. Again candidates are reminded to look closely at the formulation of the question.
- (j) Most candidates were able to identify the required answer (*sapere*) *ascoltare*, although a few candidates were unable to manipulate *sapere* and simply lifted *sa* from the text, which did not answer the question precisely enough and could have been omitted altogether.

Question 5

This question was generally well-answered. It requires close reading and understanding and a wider vocabulary than the earlier questions. The question which caused some difficulty for a few candidates was (a) where the key word *storia* (history) may have been misinterpreted as 'story' leading candidates not to select the correct answer (4) but to opt for 7 or even 1.

Question 6

- (a) This question was generally well-answered. Some candidates invalidated their answers by simply copying out the whole of the first sentence. This is a practice to be avoided as the Examiner has no evidence that the candidate has understood the question. On the other hand, to simply write *nel quartiere* was too vague and could not be accepted.
- (b) Most candidates identified the target *delle vacanze* correctly, but a number invalidated their answers by adding the element *mentre camminavano* in an inappropriate syntactic context. This created ambiguity and could not be accepted.
- (c) This was generally answered clearly. Less successful candidates wrote answers such as '*marciapiede la borsa della spesa*' which did not demonstrate understanding.
- (d) This question was asking for reasons. Better answers responded to the *per* in the question and gave answers using *per* + infinitive.
- (e) This question was generally well answered. Less successful answers lifted unsuccessfully from the text and did not provide complete or comprehensible answers.
- (f) This question simply required the answer *tre ore*. A few candidates invalidated their answers by adding *dedica* which, being a singular verb, does not answer the question.

- (g) Most candidates were able to identify walking the dog as the most commonly requested activity. Less successful answers offered partial lifts from the text which did not correctly identify the required information.
- (h) Most candidates were able to isolate the correct information and give a concise answer. However the whole answer *un senso di comunità* was required, not simply *comunità*.
- (i) This question was generally well answered with a correct manipulation of *abbiamo* to *hanno*, although several candidates were unable to spell this correctly. Some candidates simply copied out the last sentence of the text in the hope that the answer was contained therein.

ITALIAN

Paper 0535/03
Speaking

This report is not currently available. This will be accessible as soon as possible.

ITALIAN

<p>Paper 0535/41 Writing</p>
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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

In general, candidates performed very well on this paper.

Among weaker performances this year, it was noted that the more common mistakes were mixing up 'e' (and) and 'è' (it/he/she is), 'ho' (I have) and 'ha' (he/she has) that became 'o' (or) and 'a' (to). The correct conjugation of 'piacere' in all tenses was problematic for many candidates.

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

In some performances, candidates used a very narrow range of repeated vocabulary and structures and on occasions some candidates seemed determined to use some pre-learned vocabulary, even if it wasn't applicable. It should be noted that a wide range of complex language – both in verbs and other grammatical structures – is rewarded on **Question 3**. Candidates should be therefore encouraged to learn synonyms for common words such as 'andare', 'arrivare', 'pensare'. This means they would boost their vocabulary mark but also ensure it is all appropriate.

However, stronger candidates were able to use a variety of vocabulary and synonyms and in some cases used lovely idioms, especially when attempting **Question 3**.

Comments on specific questions

Question 1

Details to add to a shopping list.

Most candidates were able to list the five pieces of information required. A certain amount of leeway was granted here in terms of accuracy of spelling and gender (e.g. 'ciocolato', 'cioccolate', 'limonada'). The spelling of some vegetables and fruit for the 'verdura' and 'frutta' gap fills caused confusion and some other languages were used (examples of 'tomate', 'manzana', 'naranja'). Many candidates wrote "aqua" for the 'bevande' gap fill which could be allowed as the rule 'look alike, sound alike' was applied.

Words in languages other than Italian (particularly Spanish and English) did not enable candidates to get marks. A very few candidates only gave 3 or 4 items and therefore could not earn full marks.

Question 2

Description of candidate's school.

There were many detailed answers here, which gained full marks as they provided consistently relevant information and opinion.

The third bullet point was maybe the most problematic for some candidates because they forgot to mention what they did NOT like in the answer, but rather a more generic description of the things they could do at school.

Many candidates attempted at answering the second and the third bullet point by combining them which was fine as their answer still demonstrated completion of tasks and that communication was achieved.

Another issue with the second bullet point was that many candidates used the Spanish spellings for school subjects and in some cases a mixture of different languages (*'matematicas', 'linguas', 'chemica', 'esagnol', 'historia'*).

With regards to the language used in this question, quite a few candidates lost points due to some verb conjugations inaccuracies (confusion between verbs conjugations which hindered meaning and contributed to a breakdown in communication - e.g. *'studia'* instead of *'studio'*, *'ho'* instead *'hanno'*).

There were problems with the fourth bullet point as many candidates lost marks because they neglected to put accents on future tense verbs or use future expressions when a clear use of future tense or conditional was needed to answer this bullet point with the required level of detail. The most common mistakes were *'studero', 'andro'*.

Centres should encourage candidates to read the bullet points very carefully, to answer each one directly and to expand their answer with relevant information in clauses containing verbs.

Question 3

- **A visit to the zoo.**

This was the least popular choice for candidates in this section of the paper.

Bullet point 1 and bullet point 4 were the ones which caused more issues: some candidates did not notice the *'dopo'* and therefore did not answer the two bullet points separately and only mentioned one thing they did (either during the visit of after). Some issues arose with the use of the verb *'piacere'* in the past tense for bullet point 2, and only few candidates had problems with the second part of this question because they tried to give a very complex answer. Sometimes, keeping it simple might be a better choice for candidates trying to answer this section of the exam. They could aim at higher bands in the Range criterion, by using a variety of grammatical structures and vocabulary accurately.

- **A sport event.**

This was definitely the most popular question attempted.

Most candidates were able to complete all the five bullet points accurately ensuring they could score the top mark for this criteria (10 marks).

Some candidates were not able to achieve full marks for this criterion and this was mainly due to their inability to answer bullet point 4, by giving detailed information for each of the two questions included in the bullet point. Some candidates either did not give explanations to the *'ti piacciono'* part of the question or 'combined' bullet point 3 and 4 together missing out the opportunity to give more detailed information and opinions.

However, most candidates followed the bullet points closely.

For bullet point 5, a few candidates failed to make clear reference to an event in the future they would like to attend and limited their answer to a place they would go in the future (e.g. *'stadio'*).

ITALIAN

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

In general, candidates performed very well on this paper.

Among weaker performances this year, it was noted that the more common mistakes were mixing up 'e' (and) and 'è' (it/he/she is), 'ho' (I have) and 'ha' (he/she has) that became 'o' (or) and 'a' (to). The correct conjugation of 'piacere' in all tenses was problematic for many candidates.

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

In some performances, candidates used a very narrow range of repeated vocabulary and structures and on occasions some candidates seemed determined to use some pre-learned vocabulary, even if it wasn't applicable. It should be noted that a wide range of complex language – both in verbs and other grammatical structures – is rewarded on **Question 3**. Candidates should be therefore encouraged to learn synonyms for common words such as 'andare', 'arrivare', 'pensare'. This means they would boost their vocabulary mark but also ensure it is all appropriate.

However, stronger candidates were able to use a variety of vocabulary and synonyms and in some cases used lovely idioms, especially when attempting **Question 3**.

Comments on specific questions

Question 1

Details to add to a form to join a music club at school.

Most candidates were able to list the five pieces of information required. A certain amount of leeway was granted here in terms of accuracy of spelling for the first gap fill (e.g. days of the week without accent). For the second gap fill, there were many occurrences of 'classico' and this was not considered an adequate answer as it does not describe a genre of music, which is 'musica classica'. The spelling of some instruments for the 'strumento musicale' gap fill caused confusion. Some candidates left one of the two final gap fills empty, but it was absolutely fine to fill the gaps with either a verb or a noun (e.g. "leggere", "cantare", "calcio", "il piano", "la geografia"). Words in languages other than Italian (particularly Spanish and English) did not enable candidates to get marks. A very few candidates only gave 3 or 4 items and therefore could not earn full marks.

Question 2

Description of candidate's experience with shopping.

There were many detailed answers here, which gained full marks as they provided consistently relevant information and opinion.

The first bullet point was maybe the most problematic because some candidates looked at the title '*in un negozio*' without reading the other bullet points which referred to the word '*shopping*'. As a result, some answers were all about shopping for food, while the action of '*shopping*' is really not used for groceries in Italian!

Many candidates attempted at answering the second and the third bullet point by combining them which was fine as their answer still demonstrated completion of tasks and that communication was achieved.

With regards to the language used in this question, quite a few candidates lost points due to verb conjugations inaccuracies (confusion between verbs conjugations which hindered meaning and contributed to a breakdown in communication - e.g. the use of the conditional '*andrei*' when the task required a present tense '*vado*', for bullet point 3 or simply a wrong person for bullet point 4 '*comprerei*' instead of '*comprero*').

There were problems with the fourth bullet point as many candidates lost marks because they neglected to put accents on future tense verbs or use future expressions when a clear use of future tense or conditional was needed to answer this bullet point with the required level of detail. The most common mistakes were reusing the verb in the you form as in the question ('*comprerei*') and '*andro*'.

Centres should encourage candidates to read the bullet points very carefully, to answer each one directly and to expand their answer with relevant information in clauses containing verbs.

Question 3

- **A birthday celebration at a restaurant.**

This was definitely the most popular question attempted.

Most candidates were able to complete all the 5 bullet points accurately ensuring they could score the top mark for this criteria (10 marks).

Some candidates were not able to achieve full marks for this criterion and this was mainly due to their inability to answer bullet point 2 and 4, by giving detailed information for each. For bullet point 2, some candidates did not give explanations of what they will do during the birthday celebration **AT** the restaurant and wrote about going somewhere else ('*andremo a casa per una festa*', '*andremo a comprare un gelato*'). For bullet points 3 and 4 many candidates 'combined' the two bullet points together missing out the opportunity to give more detailed information and opinions. It is worth mentioning that due to the COVID-19 restrictions and lockdown, few candidates created a very original and relevant answers for these two bullet points providing an excellent explanation!

Most candidates followed the bullet points closely.

- **Technology and school**

This was the least popular choice for candidates in this section of the paper. However, it became quite apparent that those who chose this task had a very good knowledge of the Italian language.

Bullet point 2 was the one which caused more issues: some candidates did not answer it by using a past tense but referred to what they 'normally do' or 'will do' with technology. Some issues arose with the 'o' for bullet point 4, and some candidates listed both advantages and disadvantages of technology. However, as many of those who attempted this question had a very good knowledge of Italian, writing both positives and negatives resulted in a wider choice of vocabulary and range of language. As a result, some answers included very complex structures and ideas. Sometimes though, for candidates who struggle more with the language, keeping it simple might be a better choice. They should aim at higher bands in the Accuracy criterion, by using simpler grammatical structures and vocabulary accurately.