

Edexcel GCSE in Italian

(2IN01) (3IN0S) (3IN0W)

For first teaching from 2009

Sample Assessment Materials



italiano

Welcome to the GCSE 2009 Italian Sample Assessment Materials.

These sample assessment materials have been developed to give you and your students a flavour of the actual exam papers and mark schemes so they can experience what they will encounter in their live assessments. They feature:

- **Accessible papers** using a mixture of questions styles where appropriate – we've worked hard to ensure the papers are easy to follow with an encouraging tone so that the full range of students can show what they know.
- **Clear and concise mark schemes** for each paper, outlining what examiners will be looking for in the assessments, so you can use the sample papers with students to help them prepare for the real thing.
- **Supported controlled assessment**, including sample controlled assessment materials to show you the sort of activity students will undertake. Used in conjunction with the guidance in the Teacher's Guide, these samples will help you manage the controlled assessment in your centre and help students achieve their best.

Our GCSE 2009 Italian qualification will be supported better than ever before.

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www.edexcel.com/gcse09

Contents

General Marking Guidance	2
Unit 1: Listening and understanding in Italian	
1F: Sample Assessment Material	3
1F: Sample Mark Scheme	15
1F: Transcript	19
1H: Sample Assessment Material	25
1H: Sample Mark Scheme	37
1H: Transcript	41
Unit 2: Speaking in Italian	
Sample Controlled Assessment Material	49
Assessment Criteria	65
Unit 3: Reading and understanding in Italian	
3F: Sample Assessment Material	67
3F: Sample Mark Scheme	81
3H: Sample Assessment Material	85
3H: Sample Mark Scheme	101
Unit 4: Writing in Italian	
Sample Controlled Assessment Material	105
Assessment Criteria	113

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Free responses are marked for the effective communication of the correct answer rather than for quality of language but it is possible that, on some occasions, the quality of English or poor presentation can impede communication and lose candidate marks.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Italian

Paper 1F: Listening and understanding in Italian

Foundation Tier

Sample Assessment Material

Time: 25 minutes and 5 minutes reading

Paper Reference

5IN01/1F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** the questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before your teacher starts the CD.
- You will hear the extract twice. You may write whilst the CD is playing. There will be a pause between each question.
- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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3/3/



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Answer ALL questions



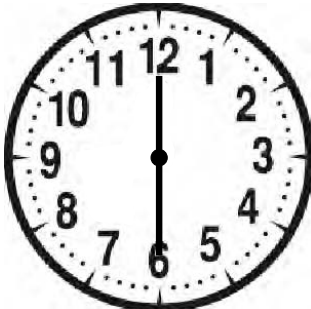
Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

At the market

1 Listen to this conversation about the market.




Put a cross ☒ in the correct box.

Example: At what time does the market close?

<p>A</p> 	<p>B</p> 	<p>C</p> 
<p style="text-align: center;">☒</p>	<p style="text-align: center;">☐</p>	<p style="text-align: center;">☐</p>

(i) What does Maria want to buy?

(1)

<p>A</p> 	<p>B</p> 	<p>C</p> 
<p style="text-align: center;">☐</p>	<p style="text-align: center;">☐</p>	<p style="text-align: center;">☒</p>

(ii) What colour would she like?

(1)

<p>A</p> <p style="text-align: center;">BLACK</p>	<p>B</p> <p style="text-align: center;">WHITE</p>	<p>C</p> <p style="text-align: center;">GREY</p>
<p style="text-align: center;">☐</p>	<p style="text-align: center;">☐</p>	<p style="text-align: center;">☒</p>

(iii) What size does she wear?

(1)

A	B	C
36	40	37
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(iv) How much do they cost?

(1)

A	B	C
50	65	30
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 1 = 4 marks)

Transport

2 Listen to this conversation about transport. How are they going to get to the stadium?

Put a cross ☒ in the **four** correct boxes.

	Bus	Car	Moped	Train	Tram	Bike
Example: Leo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Roberto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Nadia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Rosella	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Claudio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 2 = 4 marks)

Favourite restaurants

3 Listen to this conversation about restaurants.

Put a cross ☒ in the correct box.

Restaurants	
A	Trattoria Casa Fontana
B	Trattoria da Nadia
C	Bar Maffucci

		A	B	C
Example	It uses fresh, local ingredients	☒	☒	☒
(i)	It's cheap. Ideal for everyday meals	☒	☒	☒
(ii)	It's well known for rice dishes	☒	☒	☒
(iii)	It's a bit far from the city centre	☒	☒	☒
(iv)	It has a different menu every day	☒	☒	☒

(Total for Question 3 = 4 marks)

In town

4 Listen to the conversation about Giovanna.

Put a cross ☒ in the correct box.

Example: Giovanna stops

(i)	a lady	<input type="checkbox"/>
(ii)	a man	<input checked="" type="checkbox"/>
(iii)	two women	<input type="checkbox"/>

(a) Giovanna is looking for

(1)

(i)	a bench	<input type="checkbox"/>
(ii)	a bank	<input type="checkbox"/>
(iii)	a bar	<input type="checkbox"/>

(b) She must

(1)

(i)	take the first turning to the right	<input type="checkbox"/>
(ii)	turn right at the traffic lights	<input type="checkbox"/>
(iii)	cross at the traffic lights	<input type="checkbox"/>

(c) It is

(1)

(i)	opposite the cinema	<input type="checkbox"/>
(ii)	just before the cinema	<input type="checkbox"/>
(iii)	just after the cinema	<input type="checkbox"/>

(d) Giovanna cannot go because

(1)

(i)	it is a bank holiday	<input type="checkbox"/>
(ii)	there has been a robbery	<input type="checkbox"/>
(iii)	it is lunch time	<input type="checkbox"/>

(Total for Question 4 = 4 marks)

Lunch

5 Listen to the conversation.

Choose the ending that completes each sentence and put a cross ☒ in the correct box.

A	just a sandwich
B	a take away
C	going to have a pizza
D	a short walk
E	in the park
F	5 minutes by bus
G	in the canteen.

	A	B	C	D	E	F	G
(i) Massimo suggests	☒	☒	☒	☒	☒	☒	☒
(ii) Floriana prefers	☒	☒	☒	☒	☒	☒	☒
(iii) Massimo proposes to eat it	☒	☒	☒	☒	☒	☒	☒
(iv) The place is not far: only	☒	☒	☒	☒	☒	☒	☒











(Total for Question 5 = 4 marks)

By the lake



6 Listen to the conversation about what activities can be done by the lake.

Put a cross ☒ in the **four** correct boxes.

<p>Example:</p> 	<p>A</p> 	<p>B</p> 	<p>C</p> 	<p>D</p> 
<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>
<p>E</p> 	<p>F</p> 	<p>G</p> 	<p>H</p> 	<p>I</p> 
<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>	<p style="text-align: center;">☒</p>

(Total for Question 6 = 4 marks)

The hotel

7 Listen to the rest of the conversation. What is said about the hotel?

Put a cross ☒ in the **four** correct boxes.

Example:	old outside	<input checked="" type="checkbox"/>
(a)	parking	<input type="checkbox"/>
(b)	air conditioning	<input type="checkbox"/>
(c)	TV in every room	<input type="checkbox"/>
(d)	very quiet	<input type="checkbox"/>
(e)	disco on ground floor	<input type="checkbox"/>
(f)	breakfast in bedroom	<input type="checkbox"/>
(g)	view of the lake	<input type="checkbox"/>
(h)	swimming pool	<input type="checkbox"/>

(Total for Question 7 = 4 marks)

The football manager

8 Listen to the details about a famous football manager.

Put a cross ☒ in the correct box.

Example: Yearly wages: about _____ million euros.

(i)	6	<input checked="" type="checkbox"/>
(ii)	16	<input type="checkbox"/>
(iii)	7	<input type="checkbox"/>

(a) Value of art collection: _____ million pounds.

(i)	11	<input type="checkbox"/>
(ii)	12	<input type="checkbox"/>
(iii)	10	<input type="checkbox"/>

(b) Age: _____ years old

(i)	70	<input type="checkbox"/>
(ii)	61	<input type="checkbox"/>
(iii)	71	<input type="checkbox"/>

(c) Date of winning goal at Wembley: _____ November _____

(i)	14th	<input type="checkbox"/>
(ii)	16th	<input type="checkbox"/>
(iii)	24th	<input type="checkbox"/>

(i)	1963	<input type="checkbox"/>
(ii)	1973	<input type="checkbox"/>
(iii)	1983	<input type="checkbox"/>

(Total for Question 8 = 4 marks)

A summer job

9 Listen to the telephone conversation, then answer the following questions **in English**.

(a) What job is Marco phoning about? (1)

(b) When could he start working? (1)

(c) When would he have to finish? (1)

(d) On which day is the restaurant closed? (1)

(Total for Question 9 = 4 marks)

10 Fill in the gaps with the appropriate words **in English**.

(a) Marco can choose between the lunch or the shift. (1)

(b) The lunch shift starts at a.m. (1)

(c) In the mornings Marco goes to classes. (1)

(d) His first job when he gets to work is to the tables. (1)

(Total for Question 10 = 4 marks)

TOTAL FOR PAPER = 40 MARKS

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Sample Mark Scheme

Paper 1F: Listening and understanding in Italian

Question Number	Answer	Mark
1 (i)	A	(1)

Question Number	Answer	Mark
1 (ii)	A	(1)

Question Number	Answer	Mark
1 (iii)	B	(1)

Question Number	Answer	Mark
1 (iv)	B	(1)

Question Number	Answer	Mark
2 (i)	A	(1)

Question Number	Answer	Mark
2 (ii)	E	(1)

Question Number	Answer	Mark
2 (iii)	B	(1)

Question Number	Answer	Mark
2 (iv)	F	(1)

Question Number	Answer	Mark
3 (i)	C	(1)

Question Number	Answer	Mark
3 (ii)	A	(1)

Question Number	Answer	Mark
3 (iii)	B	(1)

Question Number	Answer	Mark
3 (iv)	C	(1)

Question Number	Acceptable Answers	Mark
4 (a)	(ii)	(1)

Question Number	Acceptable Answers	Mark
4 (b)	(ii)	(1)

Question Number	Acceptable Answers	Mark
4 (c)	(i)	(1)

Question Number	Acceptable Answers	Mark
4 (d)	(iii)	(1)

Question Number	Answer	Mark
5 (i)	C	(1)

Question Number	Answer	Mark
5 (ii)	A	(1)

Question Number	Answer	Mark
5 (iii)	E	(1)

Question Number	Answer	Mark
5 (iv)	D	(1)

Question Number	Answer	Mark
6	Cross in boxes; B, D, E, H	(4)

Question Number	Answer	Mark
7	Cross in boxes; (b) (d) (f) (g)	(4)

Question Number	Answer	Mark
8 (a)	(iii)	(1)

Question Number	Answer	Mark
8 (b)	(ii)	(1)

Question Number	Answer	Mark
8 (c) (i)	(i)	(1)

Question Number	Answer	Mark
8 (c) (ii)	(ii)	(1)

Question Number	Answer	Mark
9 (a)	Waiter	(1)

Question Number	Answer	Mark
9 (b)	20 June	(1)

Question Number	Answer	Mark
9 (c)	10 September	(1)

Question Number	Answer	Mark
9 (d)	Monday	(1)

Question Number	Answer	Mark
10 (a)	Dinner	(1)

Question Number	Answer	Mark
10 (b)	11	(1)

Question Number	Answer	Mark
10 (c)	English	(1)

Question Number	Answer	Mark
10 (d)	Set/lay/prepare	(1)

Paper 1F Transcript

1. At the market

M Presto signori, che chiudiamo all'una.

Desidera?

F Vorrei un paio di scarpe

M Di che colore le desidera?

F Nere.

M Che numero porta?

F Il quaranta

Quanto costano?

M 65 euro

Pause and repeat

2. Transport

F1 Come vai allo stadio, Leo?

M1 In motorino

F1 E tu, Roberto?

M2 Io vengo in autobus.

Nadia invece prende il tram.

F1 E tu, Rosella?

F2 In macchina, con mia madre.

Claudio, invece, preferisce venire in bicicletta.

Pause and repeat

3. Favourite restaurants

M1 Il mio ristorante preferito è la "Trattoria Casa Fontana". Lo chiamano anche "i 23 Risotti" perché servono piatti di riso per tutti i gusti!

F1 A me piace molto la "Trattoria da Nadia". È un po' lontano dal centro, ma il cibo è eccellente, tutto a base di prodotti locali freschi.

M2 Al Bar Maffucci si mangia benissimo e si spende pochissimo. È un posto ideale per mangiarci tutti i giorni.
C'è un menu diverso ogni giorno!

Pause and repeat

4. In town

F Mi scusi, signore...
....c'è una banca qui vicino?

Pause and repeat

M Sì, al semaforo a destra, ...
...di fronte al cinema.

Pause and repeat

F Grazie

Pause and repeat

M Ma a quest'ora sarà chiusa per il pranzo.

Pause and repeat

5. Lunch

F Che mangiamo?

Pause and repeat

M Guarda, qui c'è una pizzeria.

Pause and repeat

F Io preferirei un panino.

Pause and repeat

M Va bene. Andiamo a mangiarlo al parco?

Pause and repeat

F È lontano il parco?

Pause and repeat

M Cinque minuti a piedi.

Pause and repeat

6. By the lake

F2 Allora andiamo al lago?

Pause and repeat

F1 Cosa si può fare al lago?

Pause and repeat

F2 Moltissime cose: si può nuotare,..
...andare in barca a vela,..
...fare gite in bicicletta,..
...si può pescare...
e poi, vicino c'è un famoso parco divertimenti.

Pause and repeat

7. The hotel

F2 L'albergo è vecchio fuori ma moderno dentro.
Ha l'aria condizionata in tutte le camere.
È molto tranquillo.
Ha una bellissima vista sul lago.
E servono la colazione in camera!

Pause and repeat

8. The football manager

- F Alcune curiosità su Fabio Capello, commissario tecnico della nazionale inglese.
- M Avrà un compenso di circa 6 milioni di euro all'anno.
- F Possiede una collezione d'arte valutata sui 10 milioni di sterline
- M All'età di 61 anni, è l'allenatore più anziano della Nazionale Inglese
- F Ha segnato il gol della vittoria contro l'Inghilterra a Wembley il 14 novembre 1973.

Pause and repeat

9. and 10. A summer job

M1 Ristorante Fontana? Sono Marco Rossi. Telefonavo per il posto di cameriere.

M2 Quando può incominciare?

M1 Il 20 giugno

M2 E quando deve finire?

M1 Il 10 settembre.

Devo lavorare tutti i giorni?

M2 No, 6 giorni alla settimana. Il lunedì siamo chiusi.

Pause and repeat

M1 E quali sono gli orari di lavoro?

M2 Può scegliere fra il turno del pranzo o della cena.

M1 A che ora incomincia il turno del pranzo?

M2 Alle 11.00.

M1 Allora posso fare solo la cena. Frequento un corso di inglese dalle 9 a mezzogiorno.

M2 Va bene. Deve venire alle sette di sera per preparare i tavoli.

Pause and repeat

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Italian

Paper 1H: Listening and understanding in Italian

Higher Tier

Sample Assessment Material

Time: 35 minutes and 5 minutes reading

Paper Reference

5IN01/1H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** the questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before your teacher starts the CD.
- You will hear the extract twice. You may write whilst the CD is playing. There will be a pause between each question.
- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions

Some questions must be answered with a cross ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

In town

1 Listen to the conversation about Giovanna.

Put a cross ☒ in the correct box.

Example: Giovanna stops

(i)	a lady	<input type="checkbox"/>
(ii)	a man	<input checked="" type="checkbox"/>
(iii)	two women	<input type="checkbox"/>

(a) Giovanna is looking for (1)

(i)	a bench	<input type="checkbox"/>
(ii)	a bank	<input type="checkbox"/>
(iii)	a bar	<input type="checkbox"/>

(b) She must (1)

(i)	take the first turning to the right	<input type="checkbox"/>
(ii)	turn right at the traffic lights	<input type="checkbox"/>
(iii)	cross at the traffic lights	<input type="checkbox"/>

(c) It is (1)

(i)	opposite the cinema	<input type="checkbox"/>
(ii)	just before the cinema	<input type="checkbox"/>
(iii)	just after the cinema	<input type="checkbox"/>

(d) Giovanna cannot go because (1)

(i)	it is a bank holiday	<input type="checkbox"/>
(ii)	there has been a robbery	<input type="checkbox"/>
(iii)	it is lunch time	<input type="checkbox"/>

(Total for Question 1 = 4 marks)

Favourite restaurants

2 Listen to this conversation about restaurants.

Put a cross ☒ in the correct box.

Restaurants	
A	Trattoria Casa Fontana
B	Trattoria da Nadia
C	Bar Maffucci

		A	B	C
Example	It uses fresh, local ingredients	☒	☒	☒
(i)	It's cheap. Ideal for everyday meals	☒	☒	☒
(ii)	It's well known for rice dishes	☒	☒	☒
(iii)	It's a bit far from the city centre	☒	☒	☒
(iv)	It has a different menu every day	☒	☒	☒

(Total for Question 2 = 4 marks)

The football manager

3 Listen to the details about the football manager.

Put a cross in the correct box.

Example: Yearly wages: about _____ million euros.

(i)	6	<input checked="" type="checkbox"/>
(ii)	16	<input type="checkbox"/>
(iii)	7	<input type="checkbox"/>

(a) Value of art collection: _____ million pounds.

(i)	11	<input type="checkbox"/>
(ii)	12	<input type="checkbox"/>
(iii)	10	<input type="checkbox"/>

(b) Age: _____ years old

(i)	70	<input type="checkbox"/>
(ii)	61	<input type="checkbox"/>
(iii)	71	<input type="checkbox"/>

(c) Date of winning goal at Wembley: _____ November _____

(i)	14th	<input type="checkbox"/>
(ii)	16th	<input type="checkbox"/>
(iii)	24th	<input type="checkbox"/>

(i)	1963	<input type="checkbox"/>
(ii)	1973	<input type="checkbox"/>
(iii)	1983	<input type="checkbox"/>

(Total for Question 3 = 4 marks)

Lunch

4 Listen to the conversation.

Choose the ending that completes each sentence and put a cross ☒ in the correct box.

A	just a sandwich
B	a take away
C	going to have a pizza
D	a short walk
E	in the park
F	5 minutes by bus
G	in the canteen.

	A	B	C	D	E	F	G
(i) Massimo suggests ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Floriana prefers ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Massimo proposes to eat it ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) The place is not far: only ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 4 = 4 marks)

Cervinia: combined ski and golf competition



5 Listen to this local radio advert.

Put a cross ☒ in the **four** boxes next to correct statements.

(a)	It lasts three days.	<input checked="" type="checkbox"/>
(b)	It takes place in summer.	<input checked="" type="checkbox"/>
(c)	You can compete individually.	<input checked="" type="checkbox"/>
(d)	There are four people in each team.	<input checked="" type="checkbox"/>
(e)	Teams can choose between skiing or golf.	<input checked="" type="checkbox"/>
(f)	Skiing is on day one.	<input checked="" type="checkbox"/>
(g)	You sign up at 'Sport e Promozione'.	<input checked="" type="checkbox"/>
(h)	The entry deadline is 13th July.	<input checked="" type="checkbox"/>

(Total for Question 5 = 4 marks)

Intercultura



6 Listen to the information on the Intercultura programme and put a cross ☒ in the correct box.

(a) One of the benefits of taking part in an Intercultura programme is

(1)

(i)	getting an international qualification	☒
(ii)	learning about different cultures	☒
(iii)	being entitled to a special world passport	☒

(b) To take part in one of these programmes you must be

(1)

(i)	16 years old	☒
(ii)	younger than 36	☒
(iii)	part of a group of 36 people	☒

(c) The countries involved are

(1)

(i)	all in Europe	☒
(ii)	all English-speaking	☒
(iii)	36 in total	☒

(d) You will stay

(1)

(i)	in a boarding school	☒
(ii)	with a family	☒
(iii)	in a hall of residence	☒

(e) You will study (1)

(i)	in your own language	<input checked="" type="checkbox"/>
(ii)	only the local language	<input checked="" type="checkbox"/>
(iii)	at a local school	<input checked="" type="checkbox"/>

(f) The programme will begin (1)

(i)	next summer	<input checked="" type="checkbox"/>
(ii)	next winter	<input checked="" type="checkbox"/>
(iii)	in 8 weeks	<input checked="" type="checkbox"/>

(g) The maximum length of one of these programmes is (1)

(i)	2 weeks	<input checked="" type="checkbox"/>
(ii)	18 weeks	<input checked="" type="checkbox"/>
(iii)	a whole school year	<input checked="" type="checkbox"/>

(h) The 10th November is the deadline for (1)

(i)	requesting information	<input checked="" type="checkbox"/>
(ii)	paying a deposit	<input checked="" type="checkbox"/>
(iii)	making your application	<input checked="" type="checkbox"/>

(Total for Question 6 = 8 marks)

A celebrity

7 Choose the ending that completes each sentence.

Put a cross ☒ in the correct box.

Endings	
A	... volleyball.
B	... features in many of his films.
C	... only professional actors.
D	... water polo.
E	... TV interviews.
F	... is not a sport he enjoys.
G	... often friends and relatives.
H	... a quiet family life.

	A	B	C	D	E	F	G	H
(i) His favourite sport is ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Football ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) The actors in his films are ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) He does not like ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 7 = 4 marks)

On the plane

8 Two people talk on a plane.

Answer the following questions **in English**.



(a) How long is Maria staying in Bergamo? (1)

(b) When will she fly back? (1)

(c) Why did she go to Bergamo? (1)

(d) Where is the shopping centre? (1)

(e) How can one get to the shopping centre? (1)

(f) What else would Maria like to visit? (1)

(g) At what time does the shopping centre close? (1)

(h) How does Maria go into town? (1)

(Total for Question 8 = 8 marks)

TOTAL FOR PAPER = 40 MARKS

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Sample Mark Scheme

Paper 1H: Listening and understanding in Italian

Question Number	Answer	Mark
1 (a)	(ii)	(1)

Question Number	Answer	Mark
1 (b)	(ii)	(1)

Question Number	Answer	Mark
1 (c)	(i)	(1)

Question Number	Answer	Mark
1 (d)	(iii)	(1)

Question Number	Answer	Mark
2 (i)	C	(1)

Question Number	Answer	Mark
2 (ii)	A	(1)

Question Number	Answer	Mark
2 (iii)	B	(1)

Question Number	Answer	Mark
2 (iv)	C	(1)

Question Number	Answer	Mark
3 (a)	10	(1)

Question Number	Answer	Mark
3 (b)	61	(1)

Question Number	Answer	Mark
3 (c) (i)	14	(1)

Question Number	Answer	Mark
3 (c) (ii)	1973	(1)

Question Number	Acceptable Answers	Mark
4 (i)	C	(1)

Question Number	Acceptable Answers	Mark
4 (ii)	A	(1)

Question Number	Acceptable Answers	Mark
4 (iii)	E	(1)

Question Number	Acceptable Answers	Mark
4 (iv)	D	(1)

Question Number	Answer	Mark
5	Cross in boxes; (b) (d) (f) (h)	(4)

Question Number	Answer	Mark
6 (a)	(ii)	(1)

Question Number	Answer	Mark
6 (b)	(i)	(1)

Question Number	Answer	Mark
6 (c)	(iii)	(1)

Question Number	Answer	Mark
6 (d)	(ii)	(1)

Question Number	Answer	Mark
6 (e)	(iii)	(1)

Question Number	Answer	Mark
6 (f)	(i)	(1)

Question Number	Answer	Mark
6 (g)	(iii)	(1)

Question Number	Answer	Mark
6 (h)	(iii)	(1)

Question Number	Answer	Mark
7 (i)	D	(1)

Question Number	Answer	Mark
7 (ii)	B	(1)

Question Number	Answer	Mark
7 (iii)	G	(1)

Question Number	Answer	Mark
7 (iv)	E	(1)

Question Number	Answer	Mark
8 (a)	One day	(1)

Question Number	Answer	Mark
8 (b)	This evening	(1)

Question Number	Answer	Mark
8 (c)	Shopping	(1)

Question Number	Answer	Mark
8 (d)	Near the airport	(1)

Question Number	Answer	Mark
8 (e)	On foot / Walking	(1)

Question Number	Answer	Mark
8 (f)	City/Town/Monuments	(1)

Question Number	Answer	Mark
8 (g)	9 p.m. / 21.00	(1)

Question Number	Answer	Mark
8 (h)	By car / With Maria	(1)

Paper 1H Transcript

1. In town

F1 Mi scusi, signore...
....c'è una banca qui vicino?

Pause and repeat

M2 Sì, al semaforo a destra, ...
...di fronte al cinema.

Pause and repeat

F1 Grazie

Pause and repeat

M2 Ma a quest'ora sarà chiusa per il pranzo.

Pause and repeat

2. Favourite restaurants

- M1 Il mio ristorante preferito è la "Trattoria Casa Fontana". Lo chiamano anche "i 23 Risotti" perché servono piatti di riso per tutti i gusti!
- F1 A me piace molto la "Trattoria da Nadia". È un po' lontano dal centro, ma il cibo è eccellente, tutto a base di prodotti locali freschi.
- M2 Al Bar Maffucci si mangia benissimo e si spende pochissimo. È un posto ideale per mangiarci tutti i giorni. C'è un menu diverso ogni giorno!

Pause and repeat

3. The football manager

- F2 Alcune curiosità su Fabio Capello, commissario tecnico della nazionale inglese.
- M1 Avrà un compenso di circa 6 milioni di euro all'anno.
- F2 Possiede una collezione d'arte valutata sui 10 milioni di sterline
- M1 All'età di 61 anni, è l'allenatore più anziano della Nazionale Inglese
- F2 Ha segnato il gol della vittoria contro l'Inghilterra a Wembley il 14 novembre 1973.

Pause and repeat

4. Lunch

F1 Che mangiamo?

Pause and repeat

M2 Guarda, qui c'è una pizzeria.

Pause and repeat

F1 Io preferirei un panino.

Pause and repeat

M2 Va bene. Andiamo a mangiarlo al parco?

Pause and repeat

F1 È lontano il parco?

Pause and repeat

M2 Cinque minuti a piedi.

Pause and repeat

5. **Cervinia: Combined ski and golf competition**

M1 Il 14 e 15 luglio avrà luogo a Cervinia la 17° edizione della Combinata Sci & Golf, un appuntamento ormai classico dell'estate per gli appassionati di questi due sport.

E' una gara insolita, una competizione a squadre di 4 persone, sciatori e golfisti, che vogliono provare l'emozione di sciare la mattina sul ghiacciaio di Plateau Rosà e sfidarsi il giorno seguente sui campi da golf di Cervinia.

Le iscrizioni, fanno presso la segreteria del Golf Club del Cervino, e saranno aperte fino alle ore 18.00 del 13 luglio.

Per maggiori informazioni contattare l'Ufficio Turistico di Cervinia.

Pause and repeat

6. Intercultura

M2 Intercultura ti offre una grande opportunità: diventare cittadino del mondo, conoscere culture e tradizioni diverse dalle tue.

F2 Se hai 16 anni, puoi partecipare a uno dei programmi di Intercultura. Intercultura significa vivere un'esperienza all'estero, in uno dei 36 Paesi partecipanti di tutto il mondo.

M2 Sarai accolto in una famiglia e frequenterai la scuola locale. Imparerai una lingua che non conosci.

F2 I programmi che inizieranno a partire dalla prossima estate sono oltre 800 e hanno diversa durata: da due settimane fino ad un anno scolastico intero. Per avere un elenco aggiornato visita il nostro sito internet www.intercultura.it.

Per partecipare bisogna fare domanda entro il 10 novembre di quest'anno.

Pause and repeat

7. A celebrity

M1 Ecco alcune curiosità sul regista cinematografico Nanni Moretti

F1 Oltre al cinema, Moretti ha una grande passione per la pallanuoto.

M1 Il gioco del calcio è un tema ricorrente nei film di Nanni. Si vede gente tirar calci a un pallone in quasi tutti i suoi film.

F1 Nei film di Nanni recitano anche molti suoi amici, che non sono attori professionisti e anche membri della sua famiglia.

M1 Nanni vive quieto con la sua famiglia, rifiuta di parlare con i giornalisti e di farsi intervistare in televisione.

Pause and repeat

8. On a plane

F1 Vado a Bergamo solo per un giorno. Riparto con l'ultimo aereo di stasera. Sono venuta soprattutto per fare acquisti. Mi hanno detto che c'è un grandissimo centro commerciale vicino all'aeroporto.

F2 È vicinissimo. Ci può andare a piedi.

F1 Grazie. Mi piacerebbe anche visitare la città, ma non so se avrò tempo.

F2 Io le consiglierei di andare subito in città e visitare i monumenti. Poi, nel pomeriggio, può andare al centro commerciale che è aperto fino alle 9 di sera.

F1 Mi sembra un'ottima idea. È facile arrivare in centro dall'aeroporto?

F2 È abbastanza facile, ma se ci va subito, può venire con me. Ho la mia macchina al parcheggio e l'accompagno volentieri.

Pause and repeat

Edexcel GCSE

Italian

Unit 2: Speaking in Italian

Sample Controlled Assessment Material

Paper Reference

5IN02/01

You do not need any other materials.

Turn over ►

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3/3



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Controlled assessments for speaking

The following are samples of controlled assessment materials that you may use with your students. You are able to use these as they appear or you can adapt them to accommodate the specific needs of your students. Alternatively, you are free to create your own stimuli.

Stimuli are provided for each of the four themes identified in the specification:

- Media and culture
- Sport and leisure
- Travel and tourism
- Business, work and employment.

Students can focus on **one** of the above themes for both speaking (and writing) controlled assessments or, if preferred, work across more than one theme.

If your centre wishes to undertake work on a centre-devised theme, you will need to devise your own stimuli for the controlled assessment tasks. Such stimuli do not have to be approved in advance but if you require reassurance on the suitability of a particular approach, topic or theme, you can consult an experienced examiner through the Edexcel *Ask the Expert* service.

Students must undertake **two different types of speaking task from the following:**

- presentation with discussion following
- picture-based free flowing discussion
- open interaction.

Each task must take place in controlled conditions and last for approximately 4-6 minutes. Students must have access to notes and be afforded adequate preparation for each task as advised in the specification (a maximum of six hours over a period of no longer than two weeks). Tasks can be undertaken individually or 'back to back' if necessary and at any time. However, students' work and marks will need to be submitted to Edexcel in accordance with the submission deadlines (please refer to specification.)

Presentations

The following are **possible** presentations that students could deliver (up to a **maximum of 2-3 minutes** within a total assessment time of 4-6 minutes) before responding to related questions. Naturally, there is considerable potential for students to propose different presentations that coincide with their individual interests.

It is expected that students become familiar with preparing for and delivering presentations if they wish to deliver one as a controlled speaking assessment. Teachers may help prepare their students to undertake this test type in general terms but must refrain from offering feedback on any presentation that features in formal assessment and for which marks are claimed.

Many of the titles on the following page are quite open ended to ensure access to a range of candidates. Different students will handle the presentations in different ways. It is anticipated that, whereas some candidates will provide limited information and description possibly with a simple opinion, others will expand on these and introduce more extended language with a variety of more complex vocabulary and language structures, time references etc. It is important that follow-up questions are targeted at individual students to enable them to maximise their performance and, where appropriate, offer opportunities for stretch and challenge.

Media and culture

- An example of a useful website
- An example of a city of culture
- My favourite book/film/television programme/etc
- The ... Youth Orchestra/Youth Theatre/etc
- Why mobile phones are important
- An example of a great actor/artist/musician/etc
- Go to the cinema or watch a DVD?
- The (Glastonbury) Festival

Sport and leisure

- The best/worst match that I have played in/seen
- Why sport is important
- My local sports centre/gym
- An example of a skilled sportsperson
- My nomination for 'Sports personality of the year'
- Looking forward to the 2012 Olympics
- Why I enjoy Wimbledon/le Tour de France/etc
- My favourite hobby

Travel and tourism

- Exchange visits - an excellent opportunity
- Welcome to ... (presentation of resort/hotel/youth activity holiday company)
- A holiday on the beach or in the snow?
- My best/worst holiday
- Be green - holiday at home!
- Car or public transport?
- A typical day in the life of a holiday representative/flight attendant/tourist information officer
- The advantages of 'InterRail'

Business, work and employment

- Work experience is/is not useful for young people
- Using languages at work
- My part time job
- My ideal/worst job
- My career plans
- An example of (presentation of a product/service/company)
- A typical day for a ...
- ... and its local economy

Picture-based descriptions

The following are examples of the types of pictures and questions that students may choose and refer to in their picture-based discussion tasks Unit 2: *Speaking*.

It is intended that the use of a student's picture will give candidates a sense of task ownership and that it will facilitate free discussion. However, teachers should interject with some open-ended questions to ensure that students demonstrate an ability to adapt their discussion and to respond appropriately to their questions.

Media and culture:



Suggested questions

1. Dove è stata fatta questa fotografia?
2. Ti piace recitare? Perché?
3. Di che cosa tratta questo spettacolo?
4. Intendi fare teatro in futuro?
5. Preferisci andare a teatro o al cinema? Perché?

Sport and leisure



Picture courtesy 55041607 Steve Gorton © Dorling Kindersley

Suggested Questions

1. Perché hai scelto questa fotografia?
2. Sei un membro di questa squadra?
3. Quando è stata l'ultima volta che hai giocato? Com'era la partita?
4. Fai altri sport?
5. Perché ti piace il rugby?

Travel and tourism



Picture courtesy: AAHGRRIO © Dorling Kindersley/De Agostini Editore Picture Library

Suggested Questions

1. Perché hai scelto questa fotografia?
2. Quanto tempo hai passato lì?
3. Che cos'hai fatto?
4. Dove sei stato/a?
5. Intendi fare un viaggio l'anno prossimo?

**Picture of a School Awards Ceremony
(to be supplied by candidate)**

Suggested Questions

1. Che cos'hai dovuto fare per vincere questo premio?
2. Che cos'hai imparato da questo progetto?
3. Per quanto tempo hai lavorato su questo progetto?
4. Quando hai ricevuto il premio?
5. Vuoi diventare un uomo/una donna d'affari in futuro?

Open interactions

The open interactions are designed to enable students to produce target language skills in response to stimuli related to a particular context and theme. The stimuli provide students with an unscripted, open-ended role-play type task although enable them to take greater ownership of the content. They may be formal and transactional in nature or, alternatively, relate to more informal situations such as a focused dialogue between friends. Students may refer to the stimulus when undertaking their open interaction assessment as well as their own notes.

A: Media and culture

Information for candidates

Situation

You have won a competition to meet a famous Italian-speaking personality of your choice. (The teacher will play this role.) S/he will begin the conversation.

Task

Be prepared to ask questions and refer to the following in your discussion:

- information about his/her family
- key achievements
- his/her future plans
- interests outside their specialist area

You should also be prepared to respond to questions that the celebrity may ask you.

B: Sport and leisure



Parkhill Sports Centre

Opening Times:

Monday to Friday	7.00a.m. – 11.00p.m.
Saturday & Sunday	8.00a.m. – 10.00p.m.

50m swimming pool and teaching pool

6 squash courts

4 badminton courts

2 indoor tennis courts

children's playroom

fitness suite (our qualified trainers will advise you)

Ask about our season tickets and other discounts!

Information for candidates

Situation

You have a part time job at this sports centre. A Italian speaking person comes in, wanting some information about the facilities.

Your teacher will play the part of the Italian speaking person and start the conversation.

Task

Answer the questions you are asked. Make sure you also **ask at least two questions**.

You will be covering the following points:

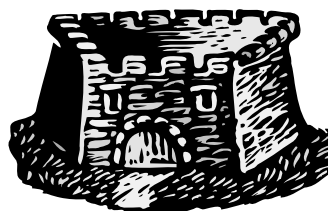
- reasons why you can speak Italian
- swimming facilities at the centre
- other sports available
- facilities for children
- opening/closing times
- prices and enrolment possibilities.

C: Travel and tourism



Market Gates Shopping Centre

Open Mon–Sat 9.00–18.00
Sun 11.00–16.00



Caister Castle (13th Century)

Open Saturdays & Sundays
10.00–16.00

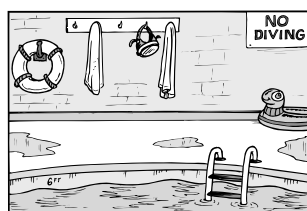


Great Yarmouth Golf Club

£20.00 per round
Club hire: £5

**Non-members
welcome**

Tel: 365809



Marina Leisure Centre

Open every day
7.30–22.00



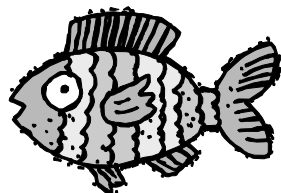
Pride of India Tandoori House

Open every day 19.00–23.00
Tel: 361007



Jasmine Chinese Restaurant

Six till late
Tel: 361753

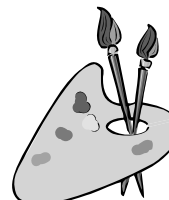


Tide and Time Museum

Open Tues–Sat
10.00–17.00

Seascape Gallery

Open Fri–Mon
10.00–17.00



Information for candidates

Situation

You are working in a Tourist Information Office when a Italian-speaking visitor arrives. The visitor speaks no English and asks you questions about what there is to do in your area.

Task

Use the publicity leaflet to help explain what there is to do in your area. ***Explain that you have visited some of these places and say what you think of them.***

You will need to ask questions to find out what the visitor is interested in.

The person testing you will play the part of the Italian-speaking visitor and will start the conversation.

D: Business, work and employment



Au pair required

Chester area

To look after 3 children, aged 3, 5 and 8

For July–August

Weekdays only – weekends free

Free accommodation and meals + pay

no smoking

1 dog

Information for candidates

Situation

You are working for an Au pair agency. You have been asked to inform a new Italian-speaking au pair about his or her job requirements.

Task

Answer the questions you are asked. Make sure you also **ask at least two questions**. You will be covering the following points:

- who you are and why you are here
- accommodation offered to au pair
- working hours
- pay and working conditions
- possibilities for taking an English language course
- things to do in the area.

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Assessment criteria

Content and Response	Mark
<ul style="list-style-type: none"> Communicates comprehensive and detailed information related to chosen visual/topic/stimulus. Interacts very well. Speaks very confidently and with clear spontaneity. Frequently takes initiative and develops elaborate responses. No difficulty in expressing and explaining a range of ideas and points of view. Very little or no hesitation. Able to deal with unpredictable elements without difficulty. 	16-18
<ul style="list-style-type: none"> Communicates detailed and relevant information related to chosen visual/topic/stimulus. Interacts well. Speaks confidently. Takes initiative and develops more elaborate responses. Has little difficulty expressing and explaining ideas and points of view. Little hesitation and little or no prompting necessary. Able to deal with unpredictable elements with some success. 	12-15
<ul style="list-style-type: none"> Communicates relevant information related to the chosen visual/topic/stimulus but with some obvious omissions. Some interaction. Able to participate in familiar, straightforward discussion and conversation, but experiences problems with more complex question forms. Conveys opinions, but rarely expands. Some hesitation. Able to deal with some unpredictable elements. 	8-11
<ul style="list-style-type: none"> Limited communication related to chosen visual/topic/stimulus. Some coherence in unambiguous presentation of simple information and opinions, but responses very limited. Very hesitant and reliant on teacher-examiner prompting. Able to deal with isolated unpredictable elements. 	4-7
<ul style="list-style-type: none"> Minimal description of chosen visual/topic/stimulus. Conveys very little relevant information in minimal responses (mainly one word replies). Largely disjointed and unconnected ideas. Very limited comprehension of basic questions. Wholly reliant on teacher-examiner prompting. 	1-3
<ul style="list-style-type: none"> No rewardable content. 	0

Range of language	Mark	Accuracy	Mark
<ul style="list-style-type: none"> • Uses wide range of appropriate vocabulary and structures, including some complex lexical items. • Consistently competent use of different tenses. 	6	<ul style="list-style-type: none"> • Very accurate, with only isolated and usually insignificant errors. • Consistently good pronunciation and intonation. 	6
<ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Unambiguous use of different verb tenses. • Generally at ease with subordination. 	5	<ul style="list-style-type: none"> • Some errors, especially in more complex structures, but generally accurate. • Pronunciation and intonation generally good. 	5
<ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. 	3-4	<ul style="list-style-type: none"> • A fair number of errors made, including some basic, but communication overall unaffected. • Pronunciation and intonation generally accurate. 	3-4
<ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. 	2	<ul style="list-style-type: none"> • Many basic errors, but main points communicated. • Simple 'pre-learnt' stereotypes correct. • Pronunciation generally understandable. 	2
<ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. 	1	<ul style="list-style-type: none"> • Consistently inaccurate language and pronunciation frequently impede basic communication. • Only isolated examples of accurate language. 	1
<ul style="list-style-type: none"> • No rewardable language. 	0	<ul style="list-style-type: none"> • No rewardable language. 	0

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Italian

Paper 3F: Reading and understanding in Italian

Foundation Tier

Sample Assessment Material

Time: 35 minutes

Paper Reference

5IN03/3F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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3/3/



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Answer ALL questions.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.






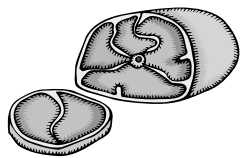

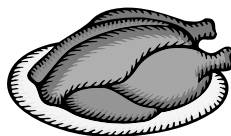
In the pizzeria

1 Which pizzas can you order?

PIZZERIA BELLA NAPOLI

Pizza al pomodoro
Pizza al prosciutto
Pizza ai funghi
Pizza alle cipolle
Pizza ai quattro formaggi
Pizza con verdure

Put a cross ☒ in the **four** correct boxes.

A 	B 	C 	D 
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E 	F 	G 	H 
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

(Total for Question 1 = 4 marks)

Email from a friend

2 What is your Italian friend's school timetable?

Il lunedì alle 8.15 ho scienze, poi alle 9.15 ho inglese e alle 10.15 faccio matematica, che detesto! Alle 11.15 abbiamo l'intervallo e dopo, alle 11.30, faccio storia, che è interessante. Alle 12.30 ho l'ultima lezione, che è informatica. All'1.30 torno a casa.

Complete the timetable with the correct letter.

A SCIENCE	B IT	C ENGLISH
D HISTORY	E GEOGRAPHY	F MATHS

Example: 8.15	A
(i) 9.15	
(ii) 10.15	
11.15	Break
(iii) 11.30	
(iv) 12.30	









(Total for Question 2 = 4 marks)

Jobs

3 What job do they do?

Example	Lavoro in una scuola, insegno storia. È molto stressante.
(i)	Lavoro soprattutto con cani e gatti, ma una volta ho dovuto curare un serpente!
(ii)	Lavoro in un negozio in centro. Vendiamo articoli sportivi.
(iii)	Passo tutta la giornata a riparare macchine.
(iv)	Mi piace il mio lavoro, ma a volte devo stare tutta la notte in ospedale.

Put a cross ☒ in the **four** correct boxes.

	A 	B 	C 
☒	☒	☒	☒
D 	E 	F 	G 
☐	☐	☐	☐

(Total for Question 3 = 4 marks)

Tourism

4 Read this leaflet.

Il Parco di Sigurtà è un grande spazio verde ideale per picnic in famiglia.
È aperto tutti i giorni, compresi sabato, domenica e festività, dall'8 marzo fino al 5 novembre, con orario continuato dalle 9.00 alle 18.00.

Per la visita si consigliano:

- abbigliamento comodo
- scarpe da ginnastica
- bottiglia d'acqua
- cappello per il sole
- zainetto

Put a cross ☒ in the correct box.

Example: In this park it is possible...

(i)	to swim	<input type="checkbox"/>
(ii)	to have a picnic	<input checked="" type="checkbox"/>
(iii)	to see animals	<input type="checkbox"/>

(a) The park is open...

(i)	at weekends.	<input checked="" type="checkbox"/>
(ii)	only on Saturdays	<input type="checkbox"/>
(iii)	only on Sundays	<input type="checkbox"/>

(b) The park closes...

(i)	at lunchtime	<input type="checkbox"/>
(ii)	in November	<input checked="" type="checkbox"/>
(iii)	at 7 o'clock in the evening	<input type="checkbox"/>

(c) It is advisable to wear...

(i)	a swimming costume	<input type="checkbox"/>
(ii)	sunglasses	<input type="checkbox"/>
(iii)	trainers	<input type="checkbox"/>

(d) You should take...

(i)	something to drink	<input type="checkbox"/>
(ii)	something to read	<input type="checkbox"/>
(iii)	something to eat	<input type="checkbox"/>

(Total for Question 4 = 4 marks)

Pocket money

5 What do these people like doing with their pocket money?

Luisa	lo spendo tutti i miei soldi per comprare vestiti.
Monica	lo adoro comprare anelli, orecchini e braccialetti, ma spesso spendo troppo!
Paolo	Con la paghetta io compro tanti CD.
Luigi	lo non ricevo molti soldi, ma quando posso mi piace comprare libri.
Marco	Con i soldi che mi danno i miei genitori vado a vedere la partita di calcio.
Cristina	Con i 40 euro che ricevo ogni settimana mi pago la discoteca o la pizzeria.

Complete these sentences with the correct name.

Example: Paolo likes music.

- (a) prefers to buy jewellery.
- (b) loves sport.
- (c) likes dancing and eating.
- (d) loves reading.

(Total for Question 5 = 4 marks)

Cinema

6 Read this article.

Nicolas Vaporidis è nato a Roma il 12 dicembre 1981. Sua madre è italiana e suo padre è greco. Ha studiato al liceo classico. Dopo la maturità ha vissuto a Londra per un anno lavorando come cameriere. Quando è tornato in Italia ha studiato teatro ed è poi diventato un attore famoso con il film *Notte prima degli esami*, che ha avuto un enorme successo nel 2006.

Put a cross ☒ in the boxes next to the **four** correct statements.

Example:	Nicolas Vaporidis was born in Italy.	<input checked="" type="checkbox"/>
(a)	His entire family is Italian.	<input type="checkbox"/>
(b)	Nicolas's father is not Italian.	<input type="checkbox"/>
(c)	Nicolas didn't finish school.	<input type="checkbox"/>
(d)	Nicolas has never been to London.	<input type="checkbox"/>
(e)	Nicolas lived abroad for a year.	<input type="checkbox"/>
(f)	Nicolas studied drama.	<input type="checkbox"/>
(g)	Nicolas is a famous film director.	<input type="checkbox"/>
(h)	The film <i>Notte prima degli esami</i> came out in 2006.	<input type="checkbox"/>



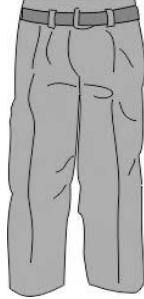


(Total for Question 6 = 4 marks)

Sales

7 How much do these items cost?

Pantaloni	30 €
Camicie	20 €
Gonne	15 €
Magliette	5 €
Borse	10 €
Scarpe	25 €

Write the correct price.

Example	(a)	(b)	(c)	(d)
				
20 €				

(Total for Question 7 = 4 marks)

Holiday flat

8 What rooms are there?

AFFITTIAMO un appartamento vicino alla spiaggia con

- soggiorno
- sala da pranzo
- una camera da letto
- una grande cucina
- un bagno

Affitto: 500 euro al mese

Per informazioni telefonare al numero 06 7694236

Put a cross ☒ in the **four** correct boxes.

Example:	A	B	C
KITCHEN	GARDEN	GARAGE	BEDROOM
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	E	F	G
DINING ROOM	LIVING ROOM	BALCONY	BATHROOM
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 8 = 4 marks)

Pasta festival

9 Read this advert.

A Colleparado si tiene il **festival della pasta**. Nel pomeriggio del 15 luglio la pasta viene servita con pomodoro e formaggio locale e distribuita dalle 18 in poi nei giardini pubblici del paese. La festa continua fino a tardi con giochi, musica e balli.

Answer the following questions **in English**.

(a) On which date does the festival take place? (1)

(b) What is pasta served with? Mention **one** item. (1)

(c) Where can you eat? (1)

(d) Mention **one** activity you can do in the evening. (1)

(Total for Question 9 = 4 marks)

Music

10 You read this article on the singer Alex Britti.

Nome e cognome: Alex Britti

Età: 40 anni

Data di nascita: 28 agosto 1968

Luogo di nascita: Roma

Occhi: marroni

Capelli: castani

Curiosità: colleziona chitarre, ne ha circa venti. La sua preferita è chiamata familiarmente Martina. Ha paura di volare. Per questo motivo non ha mai visitato gli Stati Uniti.

Complete this form **in English**:

(a) Age:

(1)

(b) Colour of eyes:

(1)

(c) Hobby:

(1)

(d) His fear:

(1)

(Total for Question 10 = 4 marks)

TOTAL FOR PAPER = 40 MARKS

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Sample Mark Scheme

Paper 3F: Reading and understanding in Italian

Question Number	Answer	Mark
1	Cross in boxes; C, D, F, G	(4)

Question Number	Answer	Mark
2 (i)	C	(1)

Question Number	Answer	Mark
2 (ii)	F	(1)

Question Number	Answer	Mark
2 (iii)	D	(1)

Question Number	Answer	Mark
2 (iv)	B	(1)

Question Number	Answer	Mark
3	Cross in boxes; A, C, D, F	(4)

Question Number	Answer	Mark
4 (a)	(i)	(1)

Question Number	Answer	Mark
4 (b)	(ii)	(1)

Question Number	Answer	Mark
4 (c)	(iii)	(1)

Question Number	Answer	Mark
4 (d)	(i)	(1)

Question Number	Answer	Mark
5 (a)	Monica	(1)

Question Number	Answer	Mark
5 (b)	Marco	(1)

Question Number	Answer	Mark
5 (c)	Cristina	(1)

Question Number	Answer	Mark
5 (d)	Luigi	(1)

Question Number	Answer	Mark
6	Cross in boxes; (b), (e), (f), (h)	(4)

Question Number	Answer	Mark
7 (a)	25 €	(1)

Question Number	Answer	Mark
7 (b)	30 €	(1)

Question Number	Answer	Mark
7 (c)	15 €	(1)

Question Number	Answer	Mark
7 (d)	10 €	(1)

Question Number	Answer	Mark
8	Cross in boxes; C , D, E, G	(4)

Question Number	Answer	Mark
9 (a)	15 August	(1)

Question Number	Answer	Mark
9 (b)	Either tomato and/or (local) cheese	(1)

Question Number	Answer	Mark
9 (c)	In the (public) gardens/park	(1)

Question Number	Answer	Mark
9 (d)	Any from games/dancing/music	(1)

Question Number	Answer	Mark
10 (a)	40	(1)

Question Number	Answer	Mark
10 (b)	Brown	(1)

Question Number	Answer	Mark
10 (c)	Collecting guitars	(1)

Question Number	Answer	Mark
10 (d)	He is afraid/scared of flying	(1)

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Italian

Paper 3H: Reading and understanding in Italian

Higher Tier

Sample Assessment Material

Time: 50 minutes

Paper Reference

5IN03/3H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** the questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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3/3/



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Answer ALL questions.









Some questions must be answered with a cross . If you change your mind about an answer, put a line through the box and then mark your new answer with a cross .

Jobs

1 What job do they do?

Example	Lavoro in una scuola, insegno storia. È molto stressante.
(i)	Lavoro soprattutto con cani e gatti, ma una volta ho dovuto curare un serpente!
(ii)	Lavoro in un negozio in centro. Vendiamo articoli sportivi.
(iii)	Passo tutta la giornata a riparare macchine.
(iv)	Mi piace il mio lavoro, ma a volte devo stare tutta la notte in ospedale.

Put a cross in the **four** correct boxes.

	A 	B 	C 
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D 	E 	F 	G 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 1 = 4 marks)

Tourism

2 Read this leaflet.

Il Parco di Sigurtà è un grande spazio verde ideale per picnic in famiglia.
È aperto tutti i giorni, compresi sabato, domenica e festività, dall'8 marzo fino al 5 novembre, con orario continuato dalle 9.00 alle 18.00.

Per la visita si consigliano:

- abbigliamento comodo
- scarpe da ginnastica
- bottiglia d'acqua
- cappello per il sole
- zainetto

Put a cross ☒ in the correct box.

Example: In this park it is possible...

(i)	to swim	<input type="checkbox"/>
(ii)	to have a picnic	<input checked="" type="checkbox"/>
(iii)	to see animals	<input type="checkbox"/>

(a) The park is open...

(i)	at weekends.	<input checked="" type="checkbox"/>
(ii)	only on Saturdays	<input type="checkbox"/>
(iii)	only on Sundays	<input type="checkbox"/>

(b) The park closes...

(i)	at lunchtime	<input type="checkbox"/>
(ii)	in November	<input checked="" type="checkbox"/>
(iii)	at 7 o'clock in the evening	<input type="checkbox"/>

(c) It is advisable to wear...

(i)	a swimming costume	<input type="checkbox"/>
(ii)	sunglasses	<input type="checkbox"/>
(iii)	trainers	<input type="checkbox"/>

(d) You should take...

(i)	something to drink	<input type="checkbox"/>
(ii)	something to read	<input type="checkbox"/>
(iii)	something to eat	<input type="checkbox"/>

(Total for Question 2 = 4 marks)

Bargains of the week

3 Read these adverts.

A	Se parli tanto al cellulare attiva la nuova tariffa Tim. Per 30 euro avrai mille minuti di conversazione gratuita.
B	Pasqua a Firenze con la famiglia: camera doppia e colazione a soli 145 euro al giorno.
C	Per vincere un anno di benzina gratis compra un prodotto BP e telefona al numero che c'è sulla confezione.
D	Fino al 31 maggio si possono comprare divani e poltrone a prezzi scontati.
E	Se compri un motorino entro il 30 giugno ti regalano 20 biglietti per il cinema.
F	Se volete andare al ristorante con i bambini andate <i>Da Rosa</i> : fino a 8 anni i piccoli non pagano.

Choose the answer that matches the correct advert.

Put a cross ☒ in the correct box.

		A	B	C	D	E	F
Example:	With a phone call you can win a year's supply of petrol	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i)	Buy a scooter and go to the cinema for free	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii)	A big new sofa for a small price	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii)	With 30 euros you can make unlimited calls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv)	Holidays at a special price	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 3 = 4 marks)

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Holidays in Italy

4 Read this article.

A Tom Cruise e Katie Holmes l'Italia piace.

Nel 2006 hanno scelto il nostro Paese per sposarsi.

La settimana scorsa sono tornati per una breve vacanza. La coppia di Hollywood è stata vista in montagna a Corbara, dove ha trascorso due giorni di relax. E subito si è diffusa la voce che Tom e Katie sarebbero pronti a comprare casa proprio lì, a Corbara. Quel che è certo è che hanno dormito all'Hotel La Perla, dove hanno cenato e hanno visitato la collezione privata di moto del proprietario dell'hotel.

Prima di ripartire per Londra, altra tappa del loro viaggio in Europa, i Cruise si sono fermati a Milano per incontrare Giorgio Armani.

Dopo una cena con il famoso stilista hanno concluso la serata a una festa privata, dove hanno ballato fino alle 4 del mattino, circondati dalle loro guardie del corpo.

Answer these questions **in English**.

(a) Why did Tom Cruise and Katie Holmes come to Italy in 2006? (1)

(b) Where did they go on holiday recently? (1)

(c) How long did they stay? (1)

(d) What is apparently their future intention? (1)

(e) What does the owner of Hotel La Perla collect? (1)

(f) Why did they go to Milan? (1)

(g) State **two** things they did in the evening.

(2)

(i)

(ii)

(Total for Question 4 = 8 marks)

Celebrities

5 Read this interview with Alessandra, an actress.

Sei la protagonista del musical Grease. Cosa rappresenta per te questa esperienza?

Grease è un momento importante per la mia carriera perché ballo, canto e recito. Un'ottima opportunità di mostrare le mie capacità.

Che tipo di vita fai?

Abbastanza tranquilla. Ogni tanto vado fuori a cena con amici o a qualche festa. Non ho vizi: non bevo e non mi drogo anche perché avrei il terrore di ciò che potrebbe succedere.

Ti preoccupi per la tua salute allora?

No. Amo la buona cucina. Quando mi siedo a tavola sono felice e spesso invito gli amici da me. Perciò vado in palestra tutti i giorni, così posso mangiare un po' di più.

Quali altre passioni hai?

Sono "malata" di shopping. Adoro le borse e le scarpe. Mi piace vestire con uno stile semplice ma sempre elegante.

Qual è il tuo sogno?

Migliorare sempre di più nel mio lavoro. Ma a piccoli passi. Spesso si diventa famosi all'improvviso ma poi non si va avanti.

A	... become very famous.
B	... running.
C	... in a film.
D	... going out for a drink.
E	... in a musical.
F	... she is afraid of the consequences.
G	... to the gym.
H	... going out for dinner.
I	... she has been ill in the past.
J	... become a better performer.

Choose the correct sentence from the box above to complete the table below.

Put a cross ☒ in the correct box.

	A	B	C	D	E	F	G	H	I	J
Example: Alessandra works...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Alessandra and her friends love...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) She never takes drugs because...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) To keep fit Alessandra goes...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) In the future she hopes to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 5 = 4 marks)

Pocket money

6 What do these people like doing with their pocket money?

Luisa	lo spendo tutti i miei soldi per comprare vestiti.
Monica	lo adoro comprare anelli, orecchini e braccialetti, ma spesso spendo troppo!
Paolo	Con la paghetta io compro tanti CD.
Luigi	lo non ricevo molti soldi, ma quando posso mi piace comprare libri.
Marco	Con i soldi che mi danno i miei genitori vado a vedere la partita di calcio.
Cristina	Con i 40 euro che ricevo ogni settimana mi pago la discoteca o la pizzeria.

Complete these sentences with the correct name.

Example: Paolo likes music.

- (a) prefers to buy jewellery.
- (b) loves sport.
- (c) likes dancing and eating.
- (d) loves reading.

(Total for Question 6 = 4 marks)

Cinema

7 Read this article.

Nicolas Vaporidis è nato a Roma il 12 dicembre 1981. Sua madre è italiana e suo padre è greco. Ha studiato al liceo classico. Dopo la maturità ha vissuto a Londra per un anno lavorando come cameriere. Quando è tornato in Italia ha studiato teatro ed è poi diventato un attore famoso con il film *Notte prima degli esami*, che ha avuto un enorme successo nel 2006.

Put a cross ☒ in the boxes next to the **four** correct statements.

Example:	Nicolas Vaporidis was born in Italy.	<input checked="" type="checkbox"/>
(a)	His entire family is Italian.	<input type="checkbox"/>
(b)	Nicolas's father is not Italian.	<input type="checkbox"/>
(c)	Nicolas didn't finish school.	<input type="checkbox"/>
(d)	Nicolas has never been to London.	<input type="checkbox"/>
(e)	Nicolas lived abroad for a year.	<input type="checkbox"/>
(f)	Nicolas studied drama.	<input type="checkbox"/>
(g)	Nicolas is a famous film director.	<input type="checkbox"/>
(h)	The film <i>Notte prima degli esami</i> came out in 2006.	<input type="checkbox"/>

(Total for Question 7 = 4 marks)

Computers

8 Read this magazine article.

AMICO COMPUTER

Sempre più bambini in Italia usano pc e Internet per lo studio e il tempo libero. Secondo le ultime ricerche un milione e mezzo di bambini usa il computer e circa 350mila navigano in Internet. Il computer è usato dagli alunni delle scuole elementari per gioco, mentre quelli delle scuole medie lo accendono anche per fare i compiti e ricerche. Sembra quasi che i bambini imparino da soli: tecniche complicate per gli adulti per loro sono semplicissime.

Per quanto riguarda Internet, la presenza di un adulto però è sempre consigliata. "Navigare" è affascinante, ma i pericoli della Rete sono innumerevoli. Basta un "click" e ci si può trovare davanti a immagini terribili.

I genitori devono anche garantire che il computer venga usato limitatamente: mai più di un'ora al giorno, specialmente per i più piccoli. Per mamma e papà, comunque, usare il computer con i figli può essere un modo per imparare insieme. Perfino i videogiochi sono utili: per diventare più veloci e per stimolare la fantasia e la creatività.

(a) How many children use computers in Italy?

(1)

(i)	One million	<input type="checkbox"/>
(ii)	350 thousand	<input type="checkbox"/>
(iii)	One and a half million	<input type="checkbox"/>

(b) What do primary school children use computers for?

(1)

(i)	To do their homework	<input type="checkbox"/>
(ii)	To play games	<input type="checkbox"/>
(iii)	To surf the Internet	<input type="checkbox"/>

(c) What do secondary school children use computers for?

(1)

(i)	To chat to their friends	<input type="checkbox"/>
(ii)	To do research	<input type="checkbox"/>
(iii)	To send emails	<input type="checkbox"/>

(d) How do children learn to use computers? (1)

(i)	At school	<input type="checkbox"/>
(ii)	From an adult	<input type="checkbox"/>
(iii)	On their own	<input type="checkbox"/>

(e) What is the main danger of the internet according to the article? (1)

(i)	Meeting dangerous people	<input type="checkbox"/>
(ii)	Seeing shocking pictures	<input type="checkbox"/>
(iii)	Spending too much money on downloads	<input type="checkbox"/>

(f) What does the article recommend to avoid this danger? (1)

(i)	An adult supervising the children	<input type="checkbox"/>
(ii)	Blocking some websites	<input type="checkbox"/>
(iii)	Banning the internet	<input type="checkbox"/>

(g) For how long should younger children use a computer? (1)

(i)	At least an hour per week	<input type="checkbox"/>
(ii)	No more than an hour per day	<input type="checkbox"/>
(iii)	There should be no limits	<input type="checkbox"/>

(h) What is the writer's opinion on videogames? (1)

(i)	They are a waste of study time	<input type="checkbox"/>
(ii)	They are too violent	<input type="checkbox"/>
(iii)	They can stimulate creativity	<input type="checkbox"/>

(Total for Question 8 = 8 marks)

TOTAL FOR PAPER = 40 MARKS

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Sample Mark Scheme

Paper 3H: Reading and understanding in Italian

Question Number	Answer	Mark
1	Cross in boxes; A, C, D, F	(4)

Question Number	Answer	Mark
2 (a)	(i)	(1)

Question Number	Answer	Mark
2 (b)	(ii)	(1)

Question Number	Answer	Mark
2 (c)	(iii)	(1)

Question Number	Acceptable Answers	Mark
2 (d)	(i)	(1)

Question Number	Answer	Mark
3 (i)	E	(1)

Question Number	Answer	Mark
3 (ii)	D	(1)

Question Number	Answer	Mark
3 (iii)	A	(1)

Question Number	Answer	Mark
3 (iv)	B	(1)

Question Number	Acceptable Answers	Mark
4 (a)	To get married	(1)

Question Number	Acceptable Answers	Mark
4 (b)	In the mountains / in Corbara	(1)

Question Number	Acceptable Answers	Mark
4 (c)	Two days	(1)

Question Number	Acceptable Answers	Mark
4 (d)	Buy a house (in Italy)	(1)

Question Number	Acceptable Answers	Mark
4 (e)	Motorbikes	(1)

Question Number	Acceptable Answers	Mark
4 (f)	To meet Giorgio Armani	(1)

Question Number	Acceptable Answers	Mark
4 (g)	Any two from: <ul style="list-style-type: none"> • They had dinner • Went to a private party • Danced until 4 a.m. 	(2)

Question Number	Acceptable Answers	Mark
5 (i)	H	(1)

Question Number	Acceptable Answers	Mark
5 (ii)	F	(1)

Question Number	Acceptable Answers	Mark
5 (iii)	G	(1)

Question Number	Answer	Mark
5 (iv)	J	(1)

Question Number	Acceptable Answers	Mark
6 (a)	Monica	(1)

Question Number	Acceptable Answers	Mark
6 (b)	Marco	(1)

Question Number	Acceptable Answers	Mark
6 (c)	Cristina	(1)

Question Number	Answer	Mark
6 (d)	Luigi	(1)

Question Number	Answer	Mark
7	Cross in boxes; (b), (e), (f), (h)	(4)

Question Number	Answer	Mark
8 (a)	(iii)	(1)

Question Number	Answer	Mark
8 (b)	(ii)	(1)

Question Number	Answer	Mark
8 (c)	(ii)	(1)

Question Number	Answer	Mark
8 (d)	(iii)	(1)

Question Number	Answer	Mark
8 (e)	(ii)	(1)

Question Number	Answer	Mark
8 (f)	(i)	(1)

Question Number	Answer	Mark
8 (g)	(ii)	(1)

Question Number	Answer	Mark
8 (h)	(iii)	(1)

Edexcel GCSE

Italian

Unit 4: Writing in Italian

Sample Controlled Assessment Material

Paper Reference

5IN04/01

You do not need any other materials.

Turn over ►

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3/3



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Controlled assessments for writing

The following are samples of controlled assessment materials that you may use with your students. You are able to use these as they appear or you can adapt them to accommodate the specific needs of your students

Stimuli are provided for each of the four themes identified in the specification:

- Media and culture
- Sport and leisure
- Travel and tourism
- Business, work and employment

Students can focus on **one** of the above themes for both speaking (and writing) controlled assessments or, if preferred, work across more than one theme.

If your centre wishes to undertake work on a centre-devised theme, you will need to create your own stimuli for the controlled assessment speaking tasks. Such stimuli do not have to be approved in advance but if you require reassurance on the suitability of a particular approach, topic or theme, you can consult an experienced examiner through the Edexcel *Ask the Expert* service.

Students must undertake two separate writing tasks, **one task** in each of the **two required controlled assessment sessions**. Each session should last up to one hour and the task must be completed in this time. The assessment must take place in controlled conditions and students must have access to notes and a dictionary as advised in the specification.

It is possible that, for some students, it is more appropriate for them to complete two shorter tasks rather than a longer one in a single assessment session. Consequently, centres can submit more than two pieces of writing from these students as long as the work has all been produced in two separate assessment sessions (maximum of four pieces of writing).

Students may undertake more than two controlled writing assessments but only the work from two sessions must be submitted to Edexcel for marking.

Adaptation of tasks.

As stated in the specification, teachers may use or adapt these tasks and are free to create their own. Centre-devised tasks may result from students' ideas and suggestions or could be linked to other areas of the curriculum.

Teachers may amend and edit the Edexcel tasks in a number of ways:

- to introduce a different context that is more appropriate to the needs and/or interests of particular students. (*An account of a concert could be changed to an account of a film.*)
- to alter the type of 'support' for individual students. Some students are reliant on bullet points that clearly spell out task requirements and provide some structure, whereas others (possibly more confident or creative) prefer more open-ended tasks. To accommodate these different types of learner, teachers could, for example, remove or add bullets and alter the wording of the task rubrics (e.g. change 'must refer to' to 'may refer to' or vice versa).
- to change the nature of the task Teachers may rewrite a task so that it takes on a different nature. For example, it may be more appropriate for certain students to produce a poster or complete a form rather than write an article or letter. Similarly, teachers may introduce guidance on the length of the task (e.g. number of words) either to ensure that the task is feasible or, for more able students, to promote extended writing. Teachers may also wish to change the content of the bullets so that a learner is able to focus on providing simple information rather than description and opinion. With revised simpler content and fewer and/or different bullets to cover, the nature and size of the task brief can change radically. This allows for some students who encounter difficulties when writing in the target language to undertake two separate shorter tasks rather than one in a controlled assessment session.

Clearly, the facility to modify task stimuli enables teachers to target activities to the level and needs of individual students. However, as all changes to tasks can impact significantly on their overall level of demand, it is imperative that teachers do not constrain or compromise the performance of their students through an inappropriate task stimulus.

Possible writing tasks (Media and culture)

Task 1

You are writing an article for a Italian-language website about what it is like to be a teenager in Britain today.

You could include information about the following:

- some details about your life and interests
- what you have done with friends recently
- what young people are interested in
- the difficulties of being a teenager in Britain
- how adults perceive teenagers
- your hopes for the future

Task 2

You have been asked to write an article in Italian about your favourite TV programme.

You should include details on the following:

- name and type of programme
- when and on which channel it is on
- who appears in the programme
- why you like it
- what changes you would like to see
- which other programmes you watch

Task 3

Your town is preparing for a special Youth Festival and you have been asked to produce a publicity leaflet for Italian speaking visitors.

You could include the following:

- information about key events
- comments from young people participating in the festival
- details about tickets, times and venues

Possible writing tasks (Sport and leisure)

Task 1

You have a week off school. You decide to write a blog for some Italian e-pals, telling them about each day. Make each day different!

For example:

- Day 1: why you have a week off school
- Day 2: what you did at home
- Day 3: what you did in town
- Day 4: a quiet day, when you didn't see any friends (maybe you found it boring)?
- Day 5: your plans for the weekend

Task 2

You are on work experience at a health and fitness centre. You have been asked to produce a web page to promote the centre to Italian speaking visitors.

It can include details on the following:

- place, day and time of the classes
- list of available activities
- benefits of regular exercise
- why it is important to keep fit
- *what a healthy lifestyle is*

Task 3

Write an imaginary magazine interview with a Italian-speaking sports personality. You will need to briefly introduce the personality and include questions and answers about him or her.

You may refer to some of the following:

- early life and passion for sport
- main achievements
- leisure interests and activities
- family life – marriage, children etc
- views on fashion, politics etc
- future intentions

Possible writing tasks (Travel and tourism)

Task 1

You are on work experience at your local tourist information office. You have been asked to create a web page in Italian to promote increased tourism.

Include details about the following:

- location
- travel
- shopping
- restaurants
- accommodation
- places of interest
- why people should visit your area

Task 2

You have recently spent a week on a school trip abroad. Write an article about your visit. You should mention the following details:

- how you travelled there
- description of a major city that you visited
- what you saw and did there
- whether you enjoyed your trip or not, and why
- where you would like to visit next

Task 3

You have been asked to produce a web page for an international travel company wishing to promote its service to potential Italian-speaking clients.

You will need to include the following:

- dates and days of the trip
- travel arrangements
- hotel rooms and other facilities
- catering arrangements
- leisure activities

Possible writing tasks (Business, work and employment)

Task 1

While on a work placement, you are asked to email a hotel in Italian with details of a conference that your company is organising.

You need to include the following details:

- the number and names of delegates and their job titles
- the dates of the conference at the hotel
- *give details of the company and what the conference is about*

You need to ask for the following information:

- details of transport links to and from the airport and train station
- a map of the town
- what other facilities are available at the hotel

Task 2

You have recently finished some work experience. Write an article in Italian about it.

You will need to include the details on:

- what kind of job you did
- how long you did the job
- the people you worked with
- what you liked and/or disliked, and why
- what you are planning for your future career

Task 3

Your Italian link school has asked you to write about the place of work where you spent your recent work experience for their school website.

It should include the following:

- location of the store
- opening hours
- range of products available
- special offers
- facilities, e.g. free parking, play area, restaurant etc

Example 1: Competition

A Italian magazine is offering a prize for the best account of a dream holiday. You enter the competition.

You must mention:

- where you went
- who you went with
- what happened
- your opinion as to why the holiday was so enjoyable
- how you would like to spend the prize money

The above task is structured so that students know exactly what they have to do. Although this is appreciated by many students, some may find this a constraint. Apart from the language that they produce, students will also be assessed on content and, therefore, their ability to complete the task (and related bullet requirements). This task is best suited to those seeking grades C – A.*

Example 2: Competition

A Italian magazine is offering a prize for the best postcard received. You write a postcard.

You must mention:

- where you are on holiday
- who you are with
- two holiday activities

The above illustrates how the first task has been adapted to produce a much shorter task (postcard) that is accessible to those encountering most difficulties when writing in Italian. The bullets still provide structure but call for less complex language, opinion and description. This task would pose insufficient challenge for most GCSE candidates and could be undertaken as one of two tasks within a controlled assessment.

Example 3: Competition

A Italian magazine is offering a prize for the best account of a dream holiday.

You could mention:

- where you went
- who you went with
- what happened
- your opinion as to why the holiday was so enjoyable
- how you would like to spend the prize money

*At first glance, this task differs only slightly from the first task but the use of the word **could** makes this task more open ended. Students would be less constrained in terms of creativity and fulfilling specific task requirements.*

Assessment criteria

Communication and content	Mark
<ul style="list-style-type: none"> • Very detailed and fully relevant response to the stimulus. • Shows a clear ability to narrate, describe, express opinions and expand, as appropriate to the task. • Communicates with no ambiguity. • Excellent linking of the piece into a whole. • Coherent and pleasant to read. 	13-15
<ul style="list-style-type: none"> • Detailed response to the stimulus but there may be minor omissions. • Provides evidence of description, opinion and expansion, as appropriate to the task. • Generally communicates clearly, with some lapses. • Reasonable attempt to link the piece into a whole. • Generally coherent. • Pedestrian or alternatively somewhat over ambitious. 	10-12
<ul style="list-style-type: none"> • Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Provides evidence of an ability to go beyond a minimal response. • Begins to expand ideas and express opinions, as appropriate to the task. • Comprehensible overall with some lapses, sometimes leading to ambiguity, especially if more ambitious language is attempted. • Some attempt at linking piece into a whole. 	7-9
<ul style="list-style-type: none"> • Relevant key information is given but there may be may be major omissions, irrelevance and/or repetition. • The level of response is minimal • There is no evidence of description or opinions (other than simple likes/dislikes). • Some ambiguity. • Just about comprehensible overall. • Sentences mostly written in isolation. • Not easy to read. 	4-6
<ul style="list-style-type: none"> • Little relevant information is conveyed. • Much ambiguity and omission. • The level of response is very limited. • Substantial degree of irrelevance and incoherence. • Except for isolated items, would not be comprehensible to a native speaker. 	1-3
<ul style="list-style-type: none"> • No relevant communication worthy of credit. • A mark of zero for Communication and content will mean a mark of zero for Knowledge and application of language and for Accuracy 	0

Knowledge and application of language	Mark
<ul style="list-style-type: none"> • Wide range of vocabulary and structures, fully appropriate to the task and used effectively. • Little or no repetition. • Confident use of more complex structures, such as object pronouns, negatives, superlatives and range of tenses, with very few lapses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease. 	9-10
<ul style="list-style-type: none"> • Quite a wide range of vocabulary and structures appropriate to describe and to express and justify opinions. • Some attempt to use ambitious structures (subordinate clauses, object pronouns, tenses, etc) with a fair measure of success. • Tenses are generally used correctly. • Some ability to manipulate language although not always successful. 	7-8
<ul style="list-style-type: none"> • Vocabulary and structures are generally appropriate to the task. • Correct syntax when using simple, short sentences. • Some longer sentences where syntax is not always correct. • Attempts enhancement of fact with adjectives and adverbial phrases with some success. • Some evidence of correct use of a range of tenses, with some lapses. • Attempts to use subordinate clauses/simple linking with some success. 	5-6
<ul style="list-style-type: none"> • Limited vocabulary and structures, often repetitive and stereotyped. • Language is basic and sometimes inappropriate to the task. • Pre-learnt, set phrases predominate but there are some short simple sentences, which are more or less correct. • Some attempts at tenses, but many mistakes. • Some attempt to use adjectives. • There may be some simple subordination. 	3-4
<ul style="list-style-type: none"> • Very limited vocabulary, with occasional correct words. • Very little understanding of language structures. • There may be the occasional correct phrase or short sentence pre-learnt or 'lifted'. 	1-2
<ul style="list-style-type: none"> • No language worthy of credit. 	0

Accuracy	Mark
<ul style="list-style-type: none"> • High level of accuracy, though not necessarily faultless. • Spellings, genders, agreements, verb forms mastered with the odd slip. • Secure when using more complex language with only a few minor errors. 	5
<ul style="list-style-type: none"> • Generally accurate language. • Most verb forms correct, secure in genders and agreements but the odd lapse. • Spellings mostly accurate. • When more complex structures are attempted, accuracy can be more variable. 	4
<ul style="list-style-type: none"> • Fairly accurate in straightforward language, but some lapses with more complex language. • Inconsistency in verb forms but more correct than incorrect. • Spelling of common words generally accurate. • The work is clearly more accurate than inaccurate. • Language errors do not significantly hinder communication. • Inaccuracy increases if more complex structures are attempted 	3
<ul style="list-style-type: none"> • Many basic errors which often impede communication. • Some correct phrases but frequent misspellings, inaccurate genders and incorrect verb forms. 	2
<ul style="list-style-type: none"> • Frequent basic errors and inaccuracies prevent communication. • Isolated examples of correct language. • Spellings and genders very weak. • Little or no evidence of correct verb formation. 	1
<ul style="list-style-type: none"> • No language worthy of credit. 	0

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Acknowledgements

This guide has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel would like to thank all those who contributed their time and expertise to its development.

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Authorised by Roger Beard

Publications code UG020523
September 2008

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Publications code UG020523 September 2008

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