



**Coimisiún na Scrúduithe Stáit
State Examinations Commission**

JUNIOR CERTIFICATE EXAMINATION 2005

ITALIAN

**ORDINARY LEVEL CHIEF EXAMINER'S REPORT
HIGHER LEVEL CHIEF EXAMINER'S REPORT**

Contents

1.	General Introduction	2
1.1	The Syllabus	2
1.2	The Examination	2
1.3	Number of Candidates	4
2.	Ordinary Level	5
2.1	Introduction	5
2.2	Performance of Candidates	5
2.3	Analysis of Candidate Performance	6
2.4	Conclusions	10
2.5	Recommendations to Teachers and Candidates	10
3.	Higher Level	12
3.1	Introduction	12
3.2	Performance of Candidates	12
3.3	Analysis of Candidate Performance	13
3.4	Conclusions	17
3.5	Recommendations to Teachers and Candidates	17
4.	Exemplars of Standard	20
4.1	Ordinary Level	21
4.2	Higher Level	26

1. General Introduction

1.1 The Syllabus

The syllabus for Junior Certificate Italian is examined at two levels, Ordinary and Higher, but the syllabus is common to both. It is a communicative syllabus, organised around the needs, expectations and interests which pupils bring to the foreign language classroom. Tasks assessed involve both productive use of the language (oral and written skills) as well as receptive use (reading and listening comprehension).

1.2 The Examination

Both Ordinary and Higher Levels have four parts:

- Listening Comprehension
- Reading Comprehension
- Written Expression
- Optional Oral Examination

Marks are allocated as follows:

	Ordinary Level	Higher Level
Part I: Listening Comprehension	140 marks	140 marks
Part II: Reading Comprehension	120 marks	100 marks
Part III: Written Expression	60 marks	80 marks
Total:	320 marks	320 marks
Optional Oral Examination	80 marks	80 marks
Total:	400 marks	400 marks

Optional Oral Examination

Candidates who do not choose to sit the optional oral examination are marked from a possible total of 320 marks. As in previous years no candidate took the optional oral

examination in Italian in 2005.

The optional oral examination is school based. When taken, it is administered and assessed by the candidate's teacher. The examination lasts between five and ten minutes and teachers may choose to use their own format or the suggested format of the State Examinations Commission. There are two parts to the examination:

- | | | | |
|-----|-------------------|----------|----------------|
| (a) | General Questions | 32 marks | (8 x 4 marks) |
| (b) | Role Plays | 48 marks | (2 x 24 marks) |

Where a teacher chooses to use his/her own format, a copy of this format and the marking scheme must be forwarded to the State Examinations Commission. Candidates are recorded and the recordings are retained in the schools and must be forwarded to the Commission if requested.

Written Examination

Candidates at both Ordinary and Higher Levels sit a two and a half hour written examination. The written examination consists of three parts:

Part I: Listening Comprehension

In this part, candidates listen to a number of announcements, personal descriptions, telephone messages and conversations in Italian and are required to answer the accompanying questions in Irish or English. They are assessed on their ability to comprehend the material.

Part II: Reading Comprehension

This part comprises of a number and variety of reading comprehension exercises. Material includes short newspaper or magazine articles, surveys, information signs and notices, menus, advertisements, tourist information, letters and forms. Candidates are

assessed on their ability to understand the material as presented in the target language.

Part III: Written Production

This part tests productive writing skills. Candidates at both Ordinary and Higher Level are required to write a letter. At Ordinary Level, candidates are also required to write a postcard and have a choice between a cloze test and a re-ordering of words exercise. At Higher Level, candidates are required to write a message/note/postcard and also to do two grammar exercises testing verbs and general grammar points. Candidates are assessed on their ability to respond appropriately and accurately in Italian.

1.3 Number of Candidates

As in previous years only a very small percentage of candidates who sat the Junior Certificate in 2005 took Italian. There were considerable variations in the numbers of candidates taking Italian in the years 2002 to 2005. There has been a decrease in the percentage of candidates taking Higher Level which has fallen from 62% in 2002 to 50% in 2005.

Table 1: Junior Certificate Italian candidates 2002 - 2005

Year	Total Italian Candidates	Ordinary Level Candidates	Ordinary Level as % of Total	Higher Level Candidates	Higher Level as % of Total
2002	268	101	38%	167	62%
2003	334	135	40%	199	60%
2004	269	128	48%	141	52%
2005	301	149	50%	152	50%

2. Ordinary Level

2.1 Introduction

This report should be read in conjunction with the following materials:

- The Junior Certificate Italian syllabus, contained in the *Rules and Programme for Secondary Schools 2000/2001*
- The Junior Certificate Examination 2005 Italian Listening Comprehension CD and the Junior Certificate Examination 2005 Italian Ordinary Level Written Paper
- The Marking Scheme for the Junior Certificate Italian Ordinary Level Written Paper (www.examinations.ie)

2.2 Performance of Candidates

A total of 149 candidates took the Italian examination at Ordinary Level in 2005. Five candidates were awarded a bonus for answering in Irish. The number taking Italian at this level was higher than in previous years reflecting the higher proportion of candidates taking Ordinary Level and the general increase in the overall number taking Italian.

Table 2: Performance of Ordinary Level candidates from 2002 to 2005

(Numbers of candidates and percentages achieving various grades)

Year	Total	A	B	C	A-C	D	E	F	NG	D-NG
2002	101	2.0	7.9	29.7	39.6	44.6	12.9	3.0	0.0	60.5
2003	135	5.9	18.5	40.0	64.4	30.4	3.7	1.5	0.0	35.6
2004	128	6.3	18.8	33.6	58.7	26.6	13.3	1.6	0.0	41.5
2005	149	4.0	22.1	41.6	67.7	23.5	8.7	0.0	0.0	32.2

In the last three years, overall performance has been quite consistent with between 59% and 68% of candidates achieving grades A to C in the years 2003 to 2005.

2.3 Analysis of Candidate Performance

Part I: Listening Comprehension (140 marks)

There are two sections - A and B with Section B subdivided into two parts.

Section A

This section was quite well answered with all candidates attempting all questions. Personal descriptions, directions, booking a hotel room, shopping and food were the topics tested.

There were 7 multiple choice questions out of a total of 15 questions. In question 2(c) *nuoto* (swimming) was not known by a large number of candidates. In question 5(a) the word *cellulare* (mobile phone) was not understood by many candidate – many of them chose camera from the list of possible options. Question 6 in which candidates were asked to name three items of food from a menu was not well answered.

Section B

Section B (i) was a conversation between two friends about a new apartment that one of them was renting. A small number of candidates attempted only the multiple choice questions so it could be concluded that a lot of guesswork was involved. Alessandra's place of work - *a hospital*- was not understood by many candidates.

Section B (ii) was a conversation between two friends who were making plans for a trip to the country. Once again many candidates only attempted the multiple choice questions. Question 4 – (a) *Where will they go in the evening?* and (b) *When will they go for a walk?* was not well answered possibly because candidates may not have read the question correctly.

Part II Reading Comprehension (120 marks)

All candidates attempted all questions in this part.

Question 1

This question was very well answered by most candidates with many of them gaining full marks and all of them getting at least two correct answers.

Questions 2

This question was very well answered by almost all candidates.

Question 3

Surprisingly quite a large number of candidates did not recognise *sabato* (Saturday) as the correct answer to (b). In (c) 'peels the apples' was a very frequent answer rather than the correct answer 'washes the apples'.

Question 4

(a) and (d) were well answered but (b) *List two rooms on the ground floor* was not well answered and (c) *How many times a week does Marco do gymnastics?* was answered correctly by only 50% of candidates.

Question 5

Candidates did well in this question with many of them gaining full marks.

Question 6

Days, months and time were not known by many candidates.

Question 7

This question was very well answered.

Question 8

In (b) the season *autunno* was not recognized by many candidates. In (d) the colours *rosso, azzurro and giallo* caused problems for some candidates with many of them missing at least one colour.

Question 9

Vocabulary relating to the weather was not understood and many candidates lost marks here.

Part III: Written Expression (60 marks)

This part was by far the least satisfactorily answered on the examination paper. 10% of candidates did not attempt the letter and 30% of candidates did not attempt the postcard.

In Question A1 candidates were asked to write a letter in reply to an advertisement from an Italian girl looking for a pen pal. Information such as the candidate's name, age and family details and about Ireland (weather, languages spoken and places to visit) were asked for. While most candidates attempted name, age and family details, in general, the other required information was not given. Candidates also lost marks for not using the opening and closing format for a letter. Many copied *scrivetemi* from the text which is not the correct form of the verb in the context. The language produced was very poor with many elementary spelling errors. Many candidates had difficulty with vocabulary for family and often did not have the correct verb form for *I have*.

Question A2 was also very badly answered. The candidates who attempted to write a postcard very often only wrote one or two lines and *three things you do on a typical day of your holiday in Rome* was not attempted. *Mention one thing you like about Rome* was rarely answered.

The standard of written production was similar to that in Question A1.

Questions B1 and B2 where candidates could choose between a cloze test and a re-ordering of words in sentences were very badly answered and not attempted at all by many candidates.

2.4 Conclusions

- The 2005 paper was considered by examiners as a fair and appropriate test for Junior Certificate Ordinary Level candidates.
- The Listening and Reading Comprehension parts were relatively well answered and would have been very much improved if basic vocabulary – days of the week, months of the year, times, essential food items, etc. – was known by the candidates.
- It was most disappointing to note that, as in previous years, a very large percentage of candidates did not attempt the letter or the postcard. Surprisingly, some candidates who wrote a reasonably good letter did not attempt the postcard.

2.5 Recommendations to Teachers and Candidates

Teachers:

- Basic vocabulary should be revised and reinforced as often as possible so that students become familiar with everyday topics like numbers, days of the week, months of the year, dates, numbers, school subjects, weather, hobbies and free time, family, home etc.
- Word games, number games and activities that involve student participation in speaking the language should be encouraged.
- Teachers should use Italian in the classroom as much as possible. This will be particularly helpful for the Listening Comprehension section of the examination.
- Teachers should encourage students to do lots of different kinds of written exercises so that they become accustomed to writing activities.

- Teachers should use a map of Italy to familiarise students with Italy and refer as much as possible to famous places, landmarks etc. Cultural awareness will also encourage motivation, interest and enthusiasm on the part of the students.
- Teachers should make candidates aware of the importance of attempting all questions on the examination paper.
- Teachers should encourage candidates capable of getting an A or a B at this level to attempt the Higher Level paper, particularly if they are showing a good degree of accuracy in Written Expression.
- Teachers should refer to the published Marking Scheme.

Candidates:

- Candidates should read all instructions carefully and make sure they answer all the questions in the Listening and Reading parts in Irish or English, **not** Italian.
- Candidates should always attempt every question on the examination paper. Even if they are unsure of the correct answer, there is always a reasonable chance of gaining marks, particularly in multiple choice questions.
- Candidates should make a particular effort to answer the letter and the postcard questions on the examination paper.
- Candidates should be familiar with the basic words which come up almost every year, such as days of the week, dates, numbers, family members, hobbies, directions, weather etc.
- Candidates should know the names of some famous places in Italy. These are important when writing about places they have visited or plan to visit.

3. Higher Level

3.1 Introduction

This report should be read in conjunction with the following materials:

- The Junior Certificate Italian syllabus, contained in *Rules and Programme for Secondary Schools 2000/2001*
- The Junior Certificate Examination 2005 Italian Listening Comprehension CD and the Junior Certificate Examination 2005 Italian Higher Level Written Paper
- The Marking Scheme for the Junior Certificate Italian Higher Level Written Paper (www.examinations.ie)

3.2 Performance of Candidates

A total of 152 candidates took the Italian examination at Higher Level in 2005.

Eleven candidates were awarded a bonus for answering in Irish. The decrease in numbers taking the examination at Higher Level in 2004 and 2005 was due in the main to greater numbers taking the examination at Ordinary Level.

Table 3. Performance of Higher Level candidates from 2000 to 2005

(Numbers of candidates and percentages achieving various grades)

Year	Total	A	B	C	A -C	D	E	F	NG	D-NG
2002	167	15.6	26.9	23.4	65.9	26.9	6.0	0.6	0.6	34.1
2003	199	15.1	29.6	29.1	73.8	20.6	5.5	0.0	0.0	26.1
2004	141	16.3	21.3	36.2	73.8	19.1	5.0	2.1	0.0	26.2
2005	152	23.7	28.3	21.7	73.7	21.7	4.6	0.0	0.0	26.3

There has been a remarkable consistency in the percentages achieving grades A to C in the years 2003, 2004 and 2005.

3.3 Analysis of Candidate Performance

Part I - Listening Comprehension

There are two sections - A and B with Section B subdivided into two parts.

Section A

This section was very well answered by a large number of candidates, some of them achieving full marks. All candidates attempted all questions. Personal descriptions, directions, booking a hotel room, shopping and food were the topics tested in this section and it was obvious that these topics and their vocabulary were known by a majority of the candidates. In 3 (b) many candidates failed to provide full details for the directions given. In question 5(a) the word *cellulare* (mobile phone) was not understood by many candidates.

Section B

Section B(i) was a conversation between two friends about a new apartment that one of them was renting. It was not as well answered as Section A, though it was good to see the word *biblioteca* correctly understood by a majority of candidates although only a very small number of them correctly answered 'in front of the library'. In question 3(b), *piano* (floor) and *ascensore* (lift) were not known by many of the candidates. In question 4(a) it was evident that numbers can still cause problems as a number of candidates did not give the correct answer to the question *How much is the rent? (€700)*.

Section B(ii) was a conversation between two friends who were making plans for a trip to the country. Most of the questions were well answered but candidates should be reminded that when full details are asked for they should give them – otherwise they fail to get full marks. For example in Question 3(a) 'What plans do they make for Saturday'? a large number of candidates gave only one answer, *A trip to the mountains or to his uncle's house*. Question 4 (a) caused some problems with the phrase *la carne è ottima e non costa molto* not being understood by many candidates. In 4(b) *passaggiata* was not

understood by many candidates. In question 5, the time to meet was answered correctly by most candidates but the place *piazza (square)* was either incorrectly answered or left blank by many of them.

Part II - Reading Comprehension

All questions were attempted by the candidates with a small number achieving full marks. There was a good variety of questions to allow the better candidates achieve maximum marks while at the same time giving the opportunity to all candidates to answer to their ability.

Question 1

This question was well answered with many candidates gaining full marks.

Question 2

This question proved difficult for many candidates. Surprisingly many did not answer (d) correctly – *three examples of types of accommodation*.

Question 3

A large number of candidates did not understand the word *Parigi* (Paris) in (a).

Question 4

Candidates were asked to match 5 sentences in English with their Italian equivalents. This was very badly answered and it was disappointing that they were not understood as the phrases related to expressions used in the classroom.

Question 5

This question proved to be a challenging one for candidates with scope for the better candidates to do very well while at the same giving the less able candidates the possibility to score quite well. Very few candidates understood *vinto un concorso* in (b). In (e) *pattinare* (to skate) was rarely given as an answer.

Question 6

Overall the answering was poor in this question. (c) *Si scende dalla porta centrale* was answered either incorrectly or left blank by a large number of candidates.

Question 7

Candidates were asked to choose the odd word out and give reasons for their answer. (d) *libro, edicola, rivista, giornale* was not attempted or was answered incorrectly by a large number of candidates.

Question 8

(a) and (c) were not well answered. *Give two details about Roberto's family* should not have caused problems. The word *gentile* was not understood by many candidates. There was plenty of scope to obtain marks in these questions and quite a number of candidates did not capitalise on what should have been familiar vocabulary. It was good to see candidates answering (d) well.

Question 9

This question was answered correctly by all candidates.

Part III: Written Expression

This part of the paper remains the most challenging aspect of the examination for the majority of candidates. While it gives the better candidates the opportunity to excel and show what they can produce in Italian, it was also the most disappointing section on the examination paper as so many candidates produced very poor work or made no attempt at all.

While many candidates scored high marks for content and communication in the letter, the linguistic skills of a large number of candidates left a lot of room for improvement.

Spelling, agreement of adjectives and nouns, understanding of the basic tenses and their use was of a low standard in the work of many candidates.

There are 4 questions in Part III with 20 marks for each question.

Question A1

Candidates were asked to send an email to an Italian friend and include four points of given information. Some candidates, while attempting the task, did not include all four points and, accordingly, got marks only for the points they covered. It is not sufficient to cover only one or two points. A number of candidates used pre-prepared material which had nothing at all to do with the specific points asked and accordingly received no marks for the irrelevant material. Some candidates gave descriptions of family members rather than news about the family.

Question A2

Candidates were asked to write a note to a friend and include four points of given information. 'Has to visit a friend in hospital' caused the greatest difficulty for candidates. The remarks made about A1 can also be made about this question. Candidates should be encouraged to cover as many points as they can, as marks are awarded when the points are expressed in an intelligible way even if grammar is not always accurate. It was so disappointing to see this question left blank or with just five or six words from candidates who have studied the language for three years.

Question B1

Only the very good candidates gained high marks in this question – a traditional grammar exercise of writing the correct form of the verb given in brackets. On a positive note the *passato prossimo* was known by many of the candidates who attempted this question.

Question B2

Most candidates who attempted this question gained at least 50% of the marks.

3.4 Conclusions

- The 2005 paper was considered by examiners as a fair and appropriate test for Junior Certificate Higher Level.
- The Listening and Reading Comprehension parts were well answered but a better knowledge of basic vocabulary would have helped the students do a lot better.
- The standard of written Italian could be very much improved with candidates making more of an effort to complete the tasks required.
- With a view to encouraging both teachers and candidates to put more emphasis on the production of written material in Italian, which should lead to a better performance in the Junior Certificate and prepare in a more positive way for the Leaving Certificate, more marks could be allocated to Questions A1 (writing an e-mail in Italian) and A2 (writing a short note in Italian) in the Written Expression Part of the examination at the expense of the grammar Questions B1 and B2.

3.5 Recommendations to Teachers and Candidates

Teachers:

- Basic vocabulary should be revised and reinforced as often as possible so that students become familiar with everyday topics like numbers, days of the week, months of the year, dates, numbers, school subjects, weather, hobbies and free time, family, home etc.
- Teachers should use Italian in the classroom as much as possible. This will be particularly helpful for the Listening Comprehension part.

- Teachers should ensure that students have some sense of language awareness and are familiar with the basic grammatical elements.
- Students should be encouraged from First Year to produce simple written texts in Italian.
- Teachers should encourage students to read different varieties of authentic texts.
- Teachers should encourage students to have an awareness of Italian culture. This will also encourage motivation, interest and enthusiasm on the part of the students.
- Teachers should make students aware of the importance of attempting all questions on the examination paper.
- Teachers should refer to the published Marking Scheme.

Candidates:

- Candidates should be familiar with the main tenses of the verbs and have an overall knowledge of basic grammatical elements.
- Candidates should try and write simple texts from the beginning of their study of Italian.
- Candidates should have some knowledge of Italy and its geography. It is important to be familiar with some famous places etc. as it can be very helpful in the written section.
- Candidates should read all instructions carefully and make sure they answer all the Listening and Reading sections in Irish or English, **not** Italian.

- Candidates should always attempt every question on the examination paper. Even if they are unsure of the correct answer, there is always a reasonable chance of gaining marks, particularly in multiple choice questions.
- Candidates should make a particular effort to answer the letter and the message on the examination paper.
- Candidates should note that they will receive no marks for including irrelevant pre-prepared Italian material, no matter how well written, in the answer book.

4. Exemplars of Standard

The exemplars of written production on the following pages have been selected from the scripts of candidates who sat Junior Certificate Italian at Ordinary Level and at Higher Level in 2005. These exemplars should be read in conjunction with the relevant Examination Papers and the Marking Schemes (available on the website, www.examinations.ie).

The exemplars are reproduced as they were written by the candidates. However, names of candidates and certain place names in Ireland have been altered, where necessary, in order to preserve anonymity.

4.1 Ordinary Level

PART III: WRITTEN EXPRESSION

QUESTION A1. LETTER

Ciao! Mi chiamo Lisa e vengo da Torino. Vorrei corrispondere con ragazzi e ragazze irlandesi. Sono stata in Inghilterra due anni fa ma non sono mai stata in Irlanda. Vorrei venire un giorno!

Scrivetemi!

Lisa Panepinto

Write a letter replying to Lisa's advertisement in Italian (about 25 words). Give the following information:

- Your name and age
- Some family details
- Information about Ireland (the weather, the languages spoken in Ireland, places you can visit in Ireland).

Total marks 20

Greeting	2 marks (Ciao if given as both greeting and ending is awarded only 2 marks)
Ending	2 marks
Content and communication	12 marks (2+2+2+2+2 +2) (name + age + family details + weather + languages + places)
Grammar and spelling	4 marks (Very good 4 marks Good 3 marks Fair 2 marks Poor 1 mark)

EXEMPLAR 1

Ciao. Mi chiamo Katie. Mi anni otto uno il sono irlandesi. I vado uno sister Vorrei

Total 5 marks

Greeting	2 marks
Content and Communication	2 marks
Grammar	1 mark

EXEMPLAR 2

Come stai? Mi chiamo Michelle. Sono di Dublino. Abito in centro citta. Ho 15 anni. Ho i capelli castani. Ho gli occhi castani. Sono alta, carina e bella. Ho sei fratello e una sorallo. Scrivimi. Michelle

Total 9 marks

Ending	2 marks
Content and Communication	6 marks
Grammar	1 mark

EXEMPLAR 3

*Ciao Lisa,
Mi chiamo David. Ho 15 anno. Sono ragazzi irlandeze. Sono cinque in famaili. Ho due fratello. Il tempo brutto.*

Total 11 marks

Greeting	2 marks
Content and Communication	8 marks
Grammar	1 mark

EXEMPLAR 4

*Ciao Lisa,
Mi chiamo Alex. Sono un ragazzo irlandesi. Ho quindici anni . Siamo quattro in fimala.
Mia mama mio papa e mia sorella Serena. Sono Irlanda povi, povi, povi.
Scrivime presto*

Total 12 marks

Greeting and Ending	4 marks
Content and Communication	7 marks
Grammar	1 mark

EXEMPLAR 5

Ciao, mi chiamo Peter e 17 anni. Sono 1 fratello e 1 sorella. Si chiamo Jack e Louise. Il tempo caldo in Irlandese. A presto. Gavin

Total 14 marks

Greeting and Ending	4 marks
Content and Communication	8 marks
Grammar	2 marks

QUESTION A2. POSTCARD

You are on holiday in Rome with your family. Write a postcard to your Italian teacher **in Italian** telling him/her about your holiday (about 25 words).

- Say where you are
- Describe a typical day of your holiday
- Mention **one** thing you like about Rome

Total marks 20

Greeting	2 marks	(Ciao if given as both greeting and ending is only awarded 2 marks)
Ending	2 marks	
Where you are	3 marks	
Three things you do	6 marks	(3 x 2)
One thing about Rome	3 marks	
Grammar and spelling	4 marks	
	(Very good	4 marks
	Good	3 marks
	Fair	2 marks
	Poor	1 mark)

EXEMPLAR 1

*Come stai? Sto bene. Sto in Roma per una settimana. Diverto molto. A caldo. C'è il sole. Go nuoto, c'è la più grande foresta del mondo Scrivimi presto.
Michelle.*

Total 11 marks

Ending	2 marks
Content and Communication	7 marks
Grammar	2 marks

EXEMPLAR 2

*Ciao! Sono in Roma alle mie famiglia. Visito un coliseo, St. Peter's Square e Spanish Steps. Il tempo è molto buono.
Ciao! Philip*

Total 11 marks

Greeting	2 marks
Content and Communication	7 marks
Grammar	2 marks

EXEMPLAR 3

*Ciao Sinior Murphy
Sono in Italia. Fa bellissimo tempo. Devo andare a visitare i coloseo e i fori. La Roma. Un bellissimo città. Spero di incontrarti in Settembre. Ciao John*

Total 11 marks

Greeting	2 marks
Content and Communication	7 marks
Grammar	2 marks

EXEMPLAR 4

*Ciao
Io sono in Roma. Mi piace Roma e fa caldo. Vicino al mare: vicino c'è una spiaggia.
Giocare a pallacanestro.
A presto Gavin*

Total 12 marks

Greeting and Ending	4 marks
Content and Communication	6 marks
Grammar	2 marks

4.2 Higher Level

QUESTION A1. E-mail

The exams are over! Send an e-mail in **Italian** (about 100 words) to your Italian friend.

Include each of the following points.

Tell him/her about:

- A job you have for the summer.
- Your holiday plans.
- Something of interest you did last week.
- Some news about your family.

Total marks 20

Greeting	1 mark
Ending	1 mark
Content and Communication	4 x 3 marks (1 to 3 marks for each point made)
Grammar and Spelling	6 marks (Excellent 6, Very good 5, Good 4, Fair 3, Poor 2, Very poor 1)

EXEMPLAR 1

Cara Fedrico

Come stai? Sto bene. Ho due fratelli. Si chiamo John e Scott. Ho capelli castani. Mi piace tennis, il basket e rugby. Ho due cani e cavallo. Ando vacanze in America. Per la due weeks. Ando spiaggia, pisca e campagne. Occupazione per summere è in pizzeria.

Tanti saluti

Tanya

Total 8 marks

Greeting and Ending	2 marks
Content and Communication	4 marks
Grammar	2 marks

EXEMPLAR 2

Dublino, 4 marzo

Caro Marco,

Come stai? Sero bene. Grazie per le regalo. Molto bene. Suonare batteria e concert. Due cento amico e concert. Mi sorelle Clare compleanno oggi. Clare e diciannove. Mi fratello studiare musica. Mi fratello gioca calcio per la squadra di scuola. Scriviamo presto. Il tuoi amico. Alan

Total 9 marks

Greeting and Ending	2 marks
Content and Communication	5 marks
Grammar	2 marks

EXEMPLAR 3

Cork 23-06 – 05

A caro Paulo.

Grazie per la tua lettera.

Come stai. Sto bene. Alle 4.30 ho scrivo esame Italiano.

Al'luglio vado al Spanga con ma famiglia. Per uno meisi.

Settimana fa vado nuoto a mare in Brittas perche sole. Ho è 25 C. Mi piaccono sole.

Vedo ma padre i ospidale perche mal di gola.

Scrivimi presto

Cathal

Total 10 marks

Greeting and Ending	2 marks
Content and Communication	6 marks
Grammar	2 marks

EXEMPLAR 4

Cara Maria,

Come stai? Sono felice perché ho finito gli esami! Il sabato scorso sono andata al cinema con mia amica Susan. Abbiamo visto Cinema Paradiso– è stato molto buono. Abbiamo mangiato popcorn e poi siamo andate in discoteca.

Ora ho un posto! Lavoro in biblioteca ogni sabato pomeriggio. Mi piace lavorare qui perché è interessante e facile. La fine settimana prossimo il 30 luglio vado in Italia per scambio linguistico. Sono in appartamento con famiglia italiano a Roma. Ho comprato molti vestiti perché fa caldo in Italia.

La mia famiglia siamo quattro. Siamo mia madre, mio padre, mio fratello, ed io. Mio fratello si chiama Luke e ha dodici anni. Abitiamo in periferia di Dublino, una bella città. Oggi è il compleanno di Nonna. Ha 79 anni e ha motorino piccolo. A domani. Ciara

Total 16 marks

Greeting	1 mark
Content and Communication	10 marks
Grammar	5 marks

EXEMPLAR 5

Dublino 23 giugno

Cara Luisa,

Caoi! Come stai? Sto bene. Sono lavorare in un negozio nella città. È molto grande e difficile ma mi piace il negozio.

Andrò in Stati Uniti per la mia vacanza. Andrò con la mia famiglia. Spero di prendere il sole, leggere il mio libro e scrivere le cartoline tutti.

La settimana scorso, sono andata al cinema con le mie amiche. Ci abbiamo diventerano.

La mia famiglia bene. Era il compleanno il mio fratello venerdì. È diciassette adesso.

Abbiamo comprato il cane. Si chiama 'Belle'. È molto carina e gentile.

Scrivimi presto!

Baci xxx Karen

Total 18 marks

Greeting and Ending	2 marks
Content and Communication	12 marks
Grammar	4 marks

EXEMPLAR 6

Galway, il 5 luglio

Cara Maria,

Come stai? Bene spero. Come vanno le cose in Italia? Grazie per il tuo lettera. Mi hai mandato ieri.

Quest'estate farò il babysitter per miei fratelli. Noi andremo in piscina e faremo l'equitazione! Non vedo l'ora!

Il 23 luglio andrò a Roma con mia famiglia. Visiteremo il foro romano, il Vaticano e il fontana di Trevi. Ad ogni angolo c'è qualcosa di vedere! Spero incontrò il Papa.

La settimana scorsa sono andata ad una festa da Karen. Robert il fratello di Karen è un bel tipo! Abbiamo ballato e abbiamo parlato. C'è amore!

Il mio gatto è morto. Ma mia madre ha una bambina in agosto. Non vedo l'ora.

Scrivimi

Tanti saluti

Niamh

Total 18 marks

Greeting and Ending

2 marks

Content and Communication

12 marks

Grammar

4 marks

QUESTION A2. MESSAGE

You are staying with your Italian friend Francesca. A friend rings while she is out and you answer the phone.

Leave a note in **Italian** in which you say:

- Paolo rang at 11.30.
- He cannot go to the concert tomorrow evening.
- He has to visit his friend in hospital.
- He will ring again this evening.

Total Marks 20

5 marks for each instruction.

Instruction clear and grammatically correct	5 marks
Instruction clear with minor grammatical errors	4 marks
Instruction clear but with poor grammar / spelling	3 marks
Instruction unclear but with some merit	2 marks
Very unclear / poor attempt	1 mark

EXEMPLAR 1

Chiamare Paolo alle 11.30

Total 2 marks

EXEMPLAR 2

Francesca

Chiamare paolo e 11.30. E non abite e un concertina la sera oggi. A un aanic è in ospideal. Richiamare la sera.

Amo Sheena xx

Total 7 marks

(2+2+1+2)

EXEMPLAR 3

Cara Francesca,

Paolo ha chiamato alle undici e trenta. Non posso andare al concerto domani sera. Deve visitare il suo amico nell'ospedale. Richiamerà stasera.

Baci Cliona xxx

Total 19 marks

(5+4+5+5)

EXEMPLAR 4

Cara Francesca,

Paolo ha chiamato alle undici e mezzo. Non pote andare al concerto domani sera perché deve andare in ospedale per vedere un amico.

Lui richiama stasera.

Joan

Total 19 marks

(5+4+5+5)