



**Coimisiún na Scrúduithe Stáit
State Examinations Commission**

JUNIOR CERTIFICATE EXAMINATION 2011

ITALIAN

ORDINARY LEVEL CHIEF EXAMINER'S REPORT

HIGHER LEVEL CHIEF EXAMINER'S REPORT

CONTENTS

1.	General Introduction	3
	1.1 The Syllabus	3
	1.2 The Examination	3
	1.3 Candidature	5
2.	Ordinary Level	6
	2.1 Introduction	6
	2.2 Performance of Candidates	6
	2.3 Analysis of Candidate Performance	7
	2.4 Conclusions	11
	2.5 Recommendations to Teachers and Students	12
3.	Higher Level	14
	3.1 Introduction	14
	3.2 Performance of Candidates	14
	3.3 Analysis of Candidate Performance	15
	3.4 Conclusions	20
	3.5 Recommendations to Teachers and Students	21

General Introduction

1.1 The Syllabus

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

1.2 The Examination

The Junior Certificate Examination in Italian, at both levels, has four components: a written paper - listening comprehension, reading comprehension and written production, and an optional oral examination.

The marks allocated are 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
Oral Examination (Optional)	80 marks	80 marks
Total:	400 marks	400 marks

The vast majority of students sit the written paper only. Candidates who do not choose to sit the optional Oral Examination are marked from a possible total of 320 marks.

1.2.1 Oral Examination

This examination is optional and school based. It is administered and assessed by the candidate's teacher. The test lasts between five and ten minutes and teachers may choose to use their own format or to use the format suggested by the State Examinations Commission (SEC). This consists of two parts:

- (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 and the marking scheme are forwarded to the SEC. Candidates are recorded, and the recordings are retained in the schools or may be forwarded to the Commission, if requested.

1.2.2 Written Examination

This examination lasts two and a half hours for both Ordinary Level and Higher Level candidates. The paper consists of three sections, as follows:

Section I - Listening Comprehension: In this section, divided into three sub-sections, candidates are required to listen to a number of announcements, news bulletins, advertisements, conversations or telephone messages in Italian, and to answer the accompanying questions in Irish or English. They are assessed on their ability to comprehend the material.

Section II - Reading Comprehension: This section consists of a number and variety of reading comprehension exercises. Material includes short newspaper or magazine articles, surveys, information signs and notices, menus, advertisements, tourist and holiday information, newspaper or magazine reports, letters and forms. Candidates are assessed on their ability to understand the main elements presented in the target language.

Section III - Written Expression: This section tests written productive skills. Candidates at both Ordinary Level and Higher Level are required to write a letter or e-mail based on a number of stimuli. At Ordinary Level, candidates are also required to write a postcard, again based on stimuli provided. They also have a choice between a cloze test and a re-ordering of words exercise. At Higher Level, candidates are required to write a short message/note/e-mail, again based on a number of stimuli. They are also required to attempt two grammar exercises which test verbs and general points of grammar. Candidates are assessed on their ability to respond appropriately and accurately in Italian.

1.3 Candidature

As in previous years, a very small percentage of candidates who sat the Junior Certificate in 2011 took Italian.

The overall numbers taking Italian in 2011 were 37% higher than in 2006. With some inevitable yearly variation, one third of candidates took Italian at Ordinary Level in the years between 2006 and 2011.

Year	Total Italian candidature	Ordinary Level Candidates	Ordinary Level as % of Total	Higher Level Candidature	Higher Level as % of Total
2006	286	97	33.9	189	66.1
2007	347	147	42.4	200	57.6
2008	391	150	38.4	241	61.6
2009	437	141	32.3	296	67.7
2010	350	102	29.1	248	70.9
2011	392	133	33.9	259	66.1

It is most encouraging to note that the numbers taking Italian at Junior Certificate have doubled since 2001. In 2001, 192 candidates took the examination while the candidature in 2011 was 392.

One reason for this increase can be attributed to the Post-Primary Languages Initiative, which was set up in 2000 to diversify, enhance and expand the teaching of languages in second level schools in Ireland. The focus on Italian in this initiative has been very successful on many levels.

1.3.1 Numbers taking the Optional Oral Examination

The number of candidates taking the Optional Oral in Italian is very small. In the years between 2006 and 2011, twenty candidates in total chose this option. In 2011, two candidates chose the Optional Oral.

2. Ordinary Level

2.1 Introduction

The analysis of candidate performance and the conclusions and recommendations contained in this report are based on the detailed reports submitted by the Examiners and the Advising Examiner at Ordinary Level.

The commentary in this report should be read in conjunction with the following:

- the 2011 examination paper at Ordinary Level, the 2011 Junior Certificate Listening Comprehension sound file and the 2011 Ordinary Level marking scheme, all of which are available on www.examinations.ie.
- the Junior Certificate Italian syllabus which is available on www.ncca.ie

2.2 Performance of Candidates

A total of 133 candidates sat the examination at Ordinary Level in 2011.

The following table shows the breakdown by grade (as percentage of total candidates) for the years 2006 to 2011:

Year	Total	A	B	C	ABC	D	E	F	N/G	EFNG
2006	97	4.1	27.8	40.2	72.1	20.6	4.1	2.1	1.1	7.3
2007	147	2.0	23.8	39.5	65.3	32.0	2.7	0.0	0.0	2.7
2008	150	2.0	27.3	42.0	71.3	20.7	4.7	2.7	0.6	8.0
2009	141	2.1	26.2	42.6	70.9	19.1	7.8	1.4	0.8	10.0
2010	102	2.0	14.7	46.1	62.8	29.4	6.8	1.0	0	7.8
2011	133	5.3	24.8	37.6	67.7	23.3	7.5	1.5	0	9.0

Outcomes in 2011 were broadly in line with those of previous years.

2.3 Analysis of Candidate Performance

2.3.1 Part I – Listening Comprehension (140 marks)

There are two sections – A and B, with Section B subdivided into two parts. There are 6 questions in Section A, and 5 questions in each of the two parts of Section B.

Examiners noted that there was an overall improvement in the standard of answering in the Listening Section with more candidates attempting every question.

Section A

Personal descriptions, directions, numbers, dates, clothes, weather and food were the topics tested in this section.

There were four true or false questions and two multiple-choice questions out of a total of 17 individual items tested.

Question 1

Many candidates answering (c) chose the incorrect option and it was clear that the Italian word for ‘Christmas’ was not always understood.

Question 2

Very few candidates made the correct choice from the options of beside/opposite/behind in (a). However, (b) was well answered with many candidates correctly naming two facilities at the sports centre. In (c) more than half the candidates gave the correct telephone number.

Question 3

Very few candidates gave the correct month *maggio* as May and many incorrect months were given in (a). Very few candidates gave the correct dates. More than half of the candidates answered (b) well and named one correct item to bring on the school trip.

Question 4

Very few candidates understood the Italian for cloudy or windy and thus gave the incorrect answer.

Question 5

This question tested food items. Many candidates were awarded full marks and most candidates did very well in this question.

Question 6

Very few candidates gave the correct answer – ‘6 months’.

Section B

Section B (i)

Section B (i) was a conversation between two friends who are talking about what they did during the summer holidays.

There were four true or false questions and four multiple-choice questions out of a total of 15 individual items tested.

Candidates attempted all questions in this section and the standard of answering was better than in previous years.

Question 2, selecting two answers from a possible list of six items (*Mention two things about the area visited*), proved difficult for many candidates and most of them gave only one correct answer.

In Question 5 (c), very few candidates understood the word *tedesca* (German).

Section B (ii)

Section B (ii) was an interview with a young person who is talking about her life, her plans for the future, her family, her interests and her free time.

There were four true or false questions and two multiple-choice questions out of a total of 12 individual items tested.

Candidates performed quite well in this section, with the exception of Question 3, where selecting two items of clothing (*jeans, camicia, maglietta*) proved difficult for many candidates and most of them gave only one correct answer.

Question 5 on free time was very well answered by most candidates.

2.3.2 Part II – Reading Comprehension (120 marks)

Examiners noted an improvement in the engagement of the candidates with this section on previous years. While the standard was not always good, almost all questions were attempted by candidates.

Question 1

This question, on signs and notices, was not particularly well answered by candidates. All candidates gave the correct answer to (ii) PISCINA but (i) FARMACIA was not recognized correctly by many candidates, and (iv) CAPODANNO was correctly identified by very few candidates.

Question 2

This question was well answered by most candidates, although (b), 'Name two types of books mentioned', caused some difficulty, with most candidates giving only one type of book in their answer.

Question 3

In (a) a very small number of candidates got all six types of food correct but most of them gave at least three correct answers.

In (d) a very small number of candidates knew that *cameriera* was a waitress. Many different jobs were suggested as an answer to this question.

Question 4

Many candidates didn't know the animals mentioned in the article. From a list of 7 animals, only 50% of the candidates were able to give more than two correct answers.

Question 5

This question, on activities and facilities in a campsite on Lake Como, was very well answered by most candidates.

Question 6

Most candidates did well on this question although some of them wrote down the words in Italian rather than in English.

Question 7

In (b), *Piemonte*, as the place where Malika's father lived, was recognized by only a very small number of candidates.

In (c), *Quando era bambina*, "when she was a child", was given as a correct answer by a very small number of candidates.

Question 8

This question was very well answered by most candidates. The dates of the course were given correctly and from a sample 20, 17 candidates were awarded 10 marks or more out of a possible 12 marks.

Question 9

This question on countries and weather was very well answered by most candidates.

2.3.2 Part III – Written Expression (60 marks)

Examiners noted an improvement in 2011 on previous years in the Written Expression section, although it is still the least satisfactorily answered section on the examination paper. 5 % of candidates did not attempt the letter and 8% of candidates did not attempt the postcard.

Questions A1 and A2

In Question A1, candidates were asked to write a letter or e-mail in reply to an Italian boy who wished to make new friends in Ireland. Information such as the candidate's name, age, school and information about Ireland (weather, places to visit and food) were asked for. While most candidates attempted name, age and family details, in general, the other required information was not given. 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 basic vocabulary. Marks were lost when no greeting or ending was used. Many candidates did not spell *Ciao* correctly.

Question A2 was very badly answered. From a sample 20, five candidates were awarded 5 marks or less for this exercise, while three candidates did not make any attempt. The candidates who attempted the postcard very often wrote only one or two lines and did not cover the information requested.

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

Questions B1 and B2

Candidates had a choice between a cloze test and a re-ordering of words in sentences.

B1 was quite well answered and was the more popular option.

B2 was not answered well by the majority of candidates who chose it.

2.4 Conclusions

- The 2011 examination paper was a fair and appropriate test for Junior Certificate Ordinary Level candidates.
- The overall performance of candidates in the 2011 examination at Ordinary Level was in line with that of previous years.
- The Listening section was relatively well done and would have been very much improved if candidates had a better knowledge of basic vocabulary - days of the week, months of the year, numbers, food items, clothing, animals, etc.
- Candidates coped better than in previous years with most of the Reading Comprehension section, although, once again, the lack of basic vocabulary caused problems for a number of candidates.
- While some sections of the Written Expression proved challenging to many candidates, in particular the letter, Examiners commented favourably on the fact that more candidates attempted the letter and postcard in this section.
- Although spelling and grammatical accuracy can be a problem at this level, candidates who kept their answers simple and were familiar with basic vocabulary were able to gain marks for written production.

2.5 Recommendations to Teachers and Students

2.5.1 It is recommended that Teachers

- use Italian in the classroom as much as possible and encourage students to use the language as the means of communication in the Italian class
- encourage the students to practise basic core vocabulary - numbers, days of the week, months of the year, dates, directions, school subjects, weather, hobbies and free time, colours, parts of the body, clothes, family, house, pets, etc. The emphasis on these areas of basic vocabulary also promotes student literacy and numeracy skills
- make language learning meaningful for students and link it to their everyday lives
- adopt a topic-based approach which will facilitate the integration of different skills
- try to expose students to a wide range of texts with core vocabulary related to all the themes of the syllabus. This will be particularly helpful for the Reading Comprehension section
- ensure that students are familiar with famous regions, cities, towns etc. in Italy. Cultural awareness will also encourage motivation, interest and enthusiasm for the language and the country
- should use ICT equipment where available, and encourage students to move beyond the textbook
- encourage students to produce simple written texts from first year
- ensure that students are familiar with the examination paper and marking scheme
- encourage students to attempt all questions on the examination paper
- encourage students to prepare common phrases for the letter and the postcard. Stress the importance of the marks for format, and the importance of attempting the written section
- remind students to read over their work in the examination and encourage self-correction
- refer to the marking schemes on the SEC website www.examinations.ie.
- consult the website of the Post-Primary Languages Initiative www.languagesinitiative.ie/italian.
- ensure that their students are familiar with changes in the Italian Junior Certificate examination from 2011 onwards as notified to schools in circular S13/12. This circular is published on the SEC website www.examinations.ie.

2.5.2 It is recommended that Students

- learn the basic words, including numbers, days of the week, months of the year, dates, directions, school subjects, weather, hobbies and free time, colours, parts of the body, clothes, family, house, pets, etc.
- devote time to learning basic grammar and vocabulary
- listen to past Listening Comprehension recordings often and try to imitate the people speaking. This can be fun and will help in the examination
- read all the instructions for the examination carefully and make sure that answers to the Comprehension sections are written in Irish or English, not in Italian
- make an attempt at every question on the paper
- read over the Listening Comprehension questions before the recording begins. It will then be easier to select the correct word or phrase once they hear the conversation
- make sure, when answering multiple choice questions in the Listening and Reading Comprehension sections, that their answers (*a, b or c*) can be clearly read by the Examiner
- always attempt both the letter and the postcard in the written section of the examination. Short, simple sentences are fine.
- familiarise themselves with changes in the Italian Junior Certificate examination from 2011 onwards (these changes have been notified to schools in circular S13/12. This circular is published on the SEC website www.examinations.ie .

3. Higher Level

3.1 Introduction

The analysis of candidate performance and the conclusions and recommendations contained within this report are based on the detailed reports submitted by the Examiners and the Advising Examiner at Higher Level.

The commentary in this report should be read in conjunction with the following:

- the 2011 examination paper at Higher Level, the 2011 Junior Certificate Listening Comprehension sound file and the 2011 Higher Level marking scheme, all of which are available on www.examinations.ie.
- the Junior Certificate Italian syllabus which is available on www.ncca.ie

3.2 Performance of Candidates

A total of 259 candidates sat the examination at Higher Level in 2011.

The following table shows the breakdown by grade (as percentage of total candidates) for the years 2006 to 2011:

Year	Total	A	B	C	ABC	D	E	F	N/G	EFNG
2006	189	19.0	25.9	27.5	72.4	24.3	3.3	0.0	0.0	3.3
2007	200	23.0	26.5	20.5	70.0	25	4.0	1.0	0.0	5.0
2008	241	20.3	24.9	27.8	73	23.2	3.8	0.0	0.0	3.8
2009	296	22.0	23.0	28.4	73.4	22.6	3.7	0.3	0.0	4.0
2010	248	19.8	26.6	26.2	72.6	20.2	6.8	0.4	0.0	7.2
2011	259	19.7	25.5	25.9	71.1	23.6	5.0	0.3	0.0	5.3

Outcomes in 2011 were generally in line with previous years.

3.3 Analysis of Candidate Performance

3.3.1 Part I – Listening Comprehension (140 marks)

There are two sections – A and B, with Section B subdivided into two parts. There are 6 questions in Section A, and 5 questions in each of the two parts of Section B.

Section A

Personal descriptions, directions, numbers, dates, clothes, weather, and food, were the topics tested in this section.

Question 1

This question was not well answered by most candidates with (c) producing a significant number of incorrect answers. Examples of incorrect answers included ‘weekends’, ‘holidays’, ‘every day’, ‘Monday to Friday’ – with very few candidates giving the correct answer, ‘Christmas and summer holidays’.

Question 2

This question was very well answered with candidates attempting all four parts quite successfully. Most candidates were able to mention three facilities at the sports centre, and almost all candidates gave the correct telephone number.

Question 3

Most candidates answered (a) correctly. In 3(b) most candidates correctly named two items to bring on the school tour. However, a common incorrect answer was ‘scarf’ instead of ‘shoes’ – confusing *scarpa* and *sciarpa*.

Question 4

This question was on weather conditions and was answered well by most candidates.

Question 5

This question tested food items and was answered very well with some candidates getting all three parts correct. A number of candidates were not awarded full marks for answering ‘fruit’ for *Macedonia di frutta* ‘fruit salad’.

Question 6

This question was answered well by most candidates.

Section B

Section B (i)

Section B (i) was a conversation between two friends who were talking about what they did during the summer holidays.

Question 1

Most candidates answered (a) very well with ‘cousin’ and ‘friend’ being the most common answers. In (b), most candidates chose the correct option but a small number chose ‘Tuscany’.

Question 2

Most candidates answered (a) very well, while in (b), very few candidates gave the correct answer – ‘ten days’/*dieci giorni*, with ‘two weeks’ or ‘a month’ being frequent incorrect answers.

Question 3

A very small number of candidates knew ‘coach bus’ in (a), but (b) was very well answered, with almost all candidates giving two correct answers for holiday activities. The most frequent answers were ‘visiting the coast’ and ‘sun bathing’.

Question 4

This question was well answered with more than half of the candidates achieving full marks.

Question 5

Many candidates did not answer (a) well, with the incorrect answer ‘he stayed in a hostel’ rather than ‘with a family’ as a very frequent error. Candidates did not answer well in (b) and (c). German was not recognised by a significant number of candidates.

Section B (ii)

Section B (ii) was an interview with a young person who was talking about her life, her plans for the future, her family, her interests and her free time.

Question 1

Most candidates answered (a) well but a small number did not give the correct answer, ‘two years’. Many candidates answered (b) incorrectly or did not attempt the question at all.

Question 2

Both parts were well answered though some candidates gave incorrect answers for *timida*, with 'lazy' being a frequent answer.

Question 3

Many candidates were awarded full marks in (a), but in (b), many candidates did not give the correct colour.

Question 4

Candidates did not do well in (a), but (b) was well answered.

Question 5

Candidates answered very well in (a), with almost all of them achieving full marks. However, in (b), many candidates gave only one detail in the answer where two were required.

3.3.2 Part II – Reading Comprehension (100 marks)

Question 1

This question was answered very well, with all candidates attempting all parts of the question. Parts (a) and (d) were particularly well answered. In (a), candidates gave at least two details about Paolo Nutini and in (d), a significant number of candidates knew the word for 'great grandparents'. Some frequent errors were 'Swedish' rather than 'Scottish' for the singer's mother's nationality.

Question 2

This question on sports and leisure activities was, generally, well answered and most parts were attempted by candidates. Part (c), on TV shows and the popularity of dancing, was particularly well answered, while part (e), on the positive aspect of the survey, elicited a number of incorrect answers. In (e), most candidates achieved two correct answers out of four. In (g), more than half the candidates were awarded full marks. 'Women' was the most frequent correct answer but 'women and people over forty' was frequently given as 'forty year old women'.

Question 3

This question was well answered by most candidates, with (a) and (b) being very well answered. In (d), many candidates made the error of giving 'babies' as the answer for *bambini*, instead of 'children'.

Question 4

Candidates are familiar with this type of question – matching signs in Italian with their English equivalent. From a sample of 20, eleven candidates were awarded full marks and two candidates had only one incorrect answer. *Reparto Abbigliamento Maschile*/'Menswear' and *Scala Mobile*/'Escalator' were the only signs which were not always answered correctly.

Question 5

In (a), 'the horoscope section' was rarely given as an answer, while many candidates gave 'problems with Italian' as an answer which was incorrect. Very good answers were given for (b) and (c).

Question 6

Candidates are very familiar with this question – giving the meanings of signs and notices. The question was not particularly well answered, however, and from a sample 20, only four candidates achieved more than 50% of the marks.

VIETATO DARE DA MANGIARE AGLI ANIMALI was the most recognised sign while INGRESSO GRATUITO PER I BAMBINI was not well answered. 'Babysitting' or 'minding children' were frequent incorrect answers. NOLEGGIO AUTO was the least well known answer with 'parking' or 'car sales' being frequent incorrect answers.

Question 7

Candidates were again very familiar with this question, where they are asked to choose the odd one out from a list of words and give reasons for their answers. Most candidates were awarded more than half marks in this question and all candidates attempted it.

Question 8

This question on an Italian course in Florence, was well answered by most candidates and all parts were attempted. In (a), almost all candidates gave one detail about the programme. In (d), almost all candidates gave correct answers on public transport, and a wide range of weekend activities were given in (f). Details of accommodation in (c) were not always correctly answered and some candidates mentioned days of the week or going to school.

3.3.2 Part III: Written Expression (80 marks)

There are 4 questions in Part III

This part of the paper remains the most challenging aspect of the examination for the majority of candidates. However, in recent years examiners have commented favourably on the improvement in written production and 2011 was no exception to this. From the total candidature at this level, only five candidates did not attempt the letter and seven candidates did not attempt the e-mail.

The better candidates were afforded the opportunity to show what they can produce in Italian and, in general, covered all the points required.

Question A1.

Candidates were asked to write to an Italian friend telling him/her about an Italian exchange trip. Of the four points to be covered, the least amount was written about the weather. The point on places of interest that were visited was answered very well by many candidates and it was obvious they were very well prepared for this topic. There was, however, still great difficulty with the correct use of the past tense and there were many inaccuracies with articles, adjectives and agreements. Marks were lost when incorrect greetings or endings were used.

Question A2.

Candidates were asked to write to an Italian friend thanking him/her for a birthday present, saying how they spent their birthday, and talking about a trip to Italy in the summer. With regard to the language used in this section, the comments made about Question A1 are also relevant here. Many candidates did not know the word for 'present', and *presente* was very often used.

Question B1.

Only very good candidates gained high marks in this question – a traditional grammar exercise of writing the correct form of the verb given in brackets. Candidates performed better in (a) than in (b), with the formation of the past tense in (b) causing difficulties for many candidates.

Question B2

Candidates performed well in this question but there may have been some guess work involved as the grammar points were tested by a multiple-choice option.

3.4 Conclusions

- The 2011 examination paper was a fair and appropriate test for Junior Certificate Higher Level candidates.
- The overall performance of candidates in the 2011 examination at Higher Level was in line with that of previous years. The EFNG grades, while lower than in 2010, are still somewhat high. Many of these candidates did not attempt all of the questions and their written production was particularly weak.
- The Listening section was relatively well answered and would have been very much improved if candidates had a better knowledge of basic vocabulary - days of the week, months of the year, numbers, food items, clothing, animals, etc.
- Candidates coped well with most of the Reading Comprehension section. However, lack of basic vocabulary caused problems for a number of them.
- Written Expression was found challenging by many candidates. However, examiners commented favourably on an improvement both in the quality and quantity of the letter written by a large number of candidates.

3.5 Recommendations to Teachers and Students

3.5.1 It is recommended that Teachers

- use Italian in the classroom as much as possible and encourage students to use the language as the means of communication in the Italian class
- encourage the students to practise basic core vocabulary - numbers, days of the week, months of the year, dates, directions, school subjects, weather, hobbies and free time, colours, parts of the body, clothes, family, house, pets, etc. The emphasis on these areas of basic vocabulary also promotes student literacy and numeracy skills
- make language learning meaningful for students and link it to their everyday lives
- adopt a topic-based approach which will facilitate the integration of different skills
- try to expose students to a wide range of texts with core vocabulary related to all the themes of the syllabus. This will be particularly helpful for the Reading Comprehension section
- should ensure that students are familiar with famous regions, cities, towns etc. in Italy. Cultural awareness will also encourage motivation, interest and enthusiasm for the language and the country
- should use ICT equipment where available and encourage students to move beyond the textbook
- encourage students to produce simple written texts from first year
- ensure that students are familiar with the examination paper and marking scheme
- encourage students to attempt all questions on the examination paper
- encourage students to prepare common phrases that can be used in the written expression section, and emphasise the importance of attempting the written section
- remind students to read over their work in the examination and encourage self-correction
- refer to the marking schemes on the SEC website www.examinations.ie.
- consult the website of the Post-Primary Languages Initiative www.languagesinitiative.ie/italian.
- ensure that their students are familiar with changes in the Italian Junior Certificate examination from 2011 onwards, as notified to schools in circular S13/12. This circular is published on the SEC website www.examinations.ie .

3.5.2 It is recommended that Students

- learn the basic words, including numbers, days of the week, months of the year, dates, directions, school subjects, weather, hobbies and free time, colours, parts of the body, clothes, family, house, pets, etc.
- devote time to learning basic grammar and vocabulary
- listen to past Listening Comprehension recordings often and try to imitate the people speaking. This can be fun and will help in the examination
- in the examination, read all the instructions carefully and make sure that answers to the Comprehension sections are written in Irish or English, not in Italian
- make an attempt at every question on the paper
- read over the Listening Comprehension questions before the recording begins. It will then be easier to select the correct word or phrase once they hear the conversation.
- familiarise themselves with changes in the Italian Junior Certificate examination from 2011 onwards (these changes have been notified to schools in circular S13/12. This circular is published on the SEC website www.examinations.ie .

