

2025 ASSESSMENT REPORT

ITN315114 ITALIAN

General Comments

All sections of the 2025 Italian examination were well designed and accurately reflected the expectations of the syllabus. The topics across the reading and listening comprehensions were current, engaging, and appropriately varied. Their length was also well balanced, enabling students to demonstrate their understanding without feeling overwhelmed.

Overall, students were very well prepared, and their level of Italian was high across all components. The vocabulary used throughout the paper was high-frequency and accessible, encouraging students to focus on meaning rather than spending excessive time consulting dictionaries. This contributed to strong performances across the entire written paper and the oral examination.

Oral Component

The oral examination was a particular strength this year, with all candidates achieving results within the A or B range. Students were clearly confident, well prepared, and able to sustain the interview as a fluent and fluid conversation.

While a natural level of anxiety is always present in this type of assessment – especially at the beginning of the interview – students quickly settled and responded with clarity and control. It was especially pleasing to see that nearly all candidates produced full sentences and moved confidently between present, past, and future tenses with only minimal hesitation. Pronunciation, intonation, and spontaneity were consistently strong, reflecting meaningful engagement with the language throughout the year.

Written Component

Section A – Listening and Responding

Students performed well in this section. The topics were familiar and relevant, the passages were well paced, and the diction of the readers was clear. This allowed candidates to focus on comprehension rather than decoding unfamiliar language.

Spoken Text 1 – Question 1

This was the easiest of the listening passages and served as an excellent introduction to the exam. The topic was straightforward, the passage was read clearly with well-scandito words, and students were guided directly toward the key information needed.

The only challenge arose in Question (e), where candidates needed to pay close attention to specific details—such as the *large window*, the *panoramic view*, and the mention of *Florence’s historical centre*. Omitting one of these elements would have resulted in a reduction of marks. Nevertheless, most students handled this question well.

Spoken Text 2 – Question 2

This dialogue was well structured and did not create significant problems. Exchanges are a familiar topic for students, and this passage also demonstrated how successfully Italian culture is addressed in Italian classes, as students showed excellent comprehension and familiarity with the content.

Spoken Text 3 – Question 3

This was the passage that posed the most challenge. Weather vocabulary is an area that may require more frequent revision, as students sometimes struggle with less common terms or with identifying weather expressions when used in different tenses.

Students understood the general meaning, but several were uncertain about specific vocabulary items. While this passage challenged them, it did not negatively affect their overall results.

Spoken Text 4 – Question 4

This final dialogue was well received, and students performed strongly. The topic and vocabulary were familiar, and the information was clearly spaced throughout the passage, giving candidates ample time to locate and record answers. No major difficulties were observed.

Section B – Reading and Responding

Students achieved good results in this section. The texts were well structured, of appropriate and balanced length, and contained a good number of questions, allowing students multiple opportunities to demonstrate comprehension across a range of skills. The vocabulary across all three passages was familiar and well known to students, which enabled them to focus on interpreting meaning, identifying key information, and responding confidently. The passages were selected with clear alignment to the syllabus, and the variety of topics ensured that students could apply their reading skills in contexts that were both relevant and engaging. Although examiners noted the heavier weighting of two-mark multiple-choice questions, this did not affect overall performance, as students approached the tasks with accuracy and confidence.

Question 5

The passage about purchasing a house in Italy for two euros has been a highly topical subject in both Italian and English media. Its relevance and curiosity factor captured students' interest immediately. The text was logically organised, with information clearly sequenced, making it straightforward for candidates to follow the narrative and extract required details. The vocabulary was accessible, with most terms being high-frequency or already well practised in class.

Overall, candidates approached this question with confidence, and their answers reflected both understanding and engagement with the content.

Question 6

This passage aligned very closely with themes commonly explored in the Level 3 Italian course, which contributed to the high level of success demonstrated by students. The text was well paced, of good length, and provided a clear and coherent flow of ideas. Because the vocabulary was high frequency and syllabus-based, students were able to process information quickly and focus on finer details rather than struggling with unfamiliar lexical items. The grammatical structures present in the passage reinforced key areas studied throughout the year, such as pronoun use, clause connectors, and commonly taught verb forms. Students approached the questions with accuracy, showing good comprehension of the passages.

Question 7

This section of the reading comprehension can, at times, present difficulties for candidates, particularly when they are required to locate, interpret and accurately transcribe answers in Italian. However, this year's cohort demonstrated a good command of these skills and managed the passage with confidence. The passage was well structured, of appropriate length, and the accompanying questions were balanced and clearly distributed throughout the text, giving students sufficient opportunity to identify the required information. The vocabulary used in the passage was familiar to students and aligned with themes frequently addressed in the Level 3 course. As a result, candidates were able to focus on meaning rather than on translating new lexical words. The final question, which required students to propose a suitable Italian title for the passage, was undertaken particularly well. Many titles demonstrated thoughtful engagement with the text and accurately captured its essence.

Section C – Writing

Candidates produced well-structured, coherent, and engaging essays that demonstrated a solid command of vocabulary and grammar. Students clearly understood the writing prompts and responded appropriately, selecting either the letter (Question 8) or the diary entry (Question 11). Recent trends show that students are moving away from the narrative essay option, likely because narrative writing requires adherence to strict conventions of structure, tense consistency, and stylistic cohesion. The chosen tasks this year allowed candidates to demonstrate personal voice, clarity of expression, and accurate use of a variety of language structures.

Essays were largely within the A or B range, as markers were impressed by students' ability to generate ideas, sequence information logically, and integrate familiar vocabulary with some more complex structures. The main recurring area needing further attention was the correct choice of auxiliary verb (*essere* vs *avere*) when forming the past tense—an expected challenge at this level. Overall, the writing section was successful, and it was evident that students enjoyed the task, taking pride in expressing themselves authentically and confidently in Italian.

Section A – Listening and Responding

Spoken text 1 – Question 1

- a) On which days is the art gallery open and between what times? 2 marks
Monday to Friday (1) 8 am to 7 pm
- b) When are guided tours available for tourists and school groups? 3 marks
Tuesday mornings (1) from 9:45 am (1) to 1:35 pm (1)
- c) How can visitors book a tour? 1 mark
Official internet site (1)
- d) What can you visit on a nice day and what will you find there? 2 marks
The internal garden (1) famous black roses (1)
- e) What is special about the second floor of the gallery? 4 marks
Large (1) windows (1) panoramic view (1) of Florence's historic centre (1)

Total 12 marks

Spoken text 2 – Question 2

- a) Where did Michele go and for how long? 2 marks
Palermo (1/2) in Sicily (1/2) for 2 (1/2) weeks (1/2)
- b) Who is Stefania and why is she in Italy? 2 marks
Michele's cousin (1) on a cultural exchange (1) for 6 months (1/2)
- c) What does Laura suggest that Michele could do in the future? 1 mark
Keep in touch/contact with host family (1/2) and one day host them (1/2)
- d) What did the host family do when Michele arrived? 2 marks
Picked him up (1/2) (to save him catching a bus 1/2) and before (1/2) they went home (1/2) they went to a restaurant (1/2)

- e) What did Michele do with the host family in the evenings? 1 mark
Any combination of the following- after dinner (1/2) Michele and the family would have long chats (1/2) in Italian (1/2) and they gave him many suggestions (1/2) on what to visit in the centre (1/2)
- f) What did Michele like about the market? 2 marks
Any combination of the following-It was full of life (1) There was local food (1) such as arancini (1/2) and you could find artisanal products/crafts (1) and good prices (1)
- g) What was the only problem Michele experienced on his trip? 2 marks
He often had to wait for busses (1) for more than an hour (1)

Total 12 marks

Spoken text 3 – Question 3

- a) Where are the winds forecast to come from for the next few days 1 mark
The north (1)
- b) When and where is it expected to snow? 2 marks
Central Alps (1) today (1/2) and tomorrow (1/2)
- c) Why should drivers in the Po Valley (Pianura Padana) be careful? Give details. 3 marks
Fog (1/2) from early morning (1/2) increasing (1/2) during the following days (1/2) making visibility poor (1/2)
- d) What weather is predicted for the Ligurian Coast? 2 marks
Cloudy (1/2) skies (1/2) with possible (1/2) evening (1/2) rain (1/2)
- e) What is happening to the temperature in the south? 1 mark
Changeable weather (1/2) mainly clear sky (1/2) with falling temperatures (1/2)
- f) What general weather trend is expected in Sicily and Sardinia? 3 marks
Warm winds (1/2) everyone (1/2) will enjoy (1/2) pleasant (1/2) sunny (1/2) days (1/2) with clear (1/2) skies (no clouds) (1)

Total 12 marks

Spoken text 4 – Question 4

- a) How is franco this morning? 1 mark
Not very well (1)
- b) Why did franco not get much sleep? 1 mark
He went to bed late (1)
- c) What did franco do the previous night? 2 marks
He worked a lot (1/2) he studied (1/2) the first lessons (1/2) in grammar (1/2) and then wrote (1/2) a letter (1/2) to his sister (1/2)
- d) What time did Maria return home the previous evening? 1 mark
11:30 pm
- e) What did Maria do instead of studying that night? 2 marks
Went to the movies (1) with a friend (1)
- f) Why did Maria get up early this morning? 2 marks
To revise the verbs (1) that are quite difficult (1)
- g) What advice does Maria give Franco? 3 marks
She suggest that rest (1/2) is also (1/2) important (1/2) and necessary (1/2) if he wants to be prepared/ ready (1/2) for the end of the course (1/2)

Total 12 marks

Section B – Reading and Responding

Question 5

- a) When did the author visit the town described in the text? 1 mark
during his last visit (1/2) to Italy (1/2)
- b) What was the town like in the past? 2 marks
it was livelier (1) and there were many more people (1)
- c) Why have many people left the town? 1 mark
to seek work (1/2) in the city (1/2)

- d) What interesting project have some mayors initiated to attract people to their towns? 3 marks
Selling abandoned houses or houses in need of renovation (1) for a minimal/ symbolic/nominal cost (1) of 2 euros (1)
- e) Why did families who owned these houses abandon them? 2 marks
families who couldn't (1/2) afford (1/2) or didn't want (1) to renovate (1)
- f) What does the author hope to do one day? 2 marks
to buy (1) one of the houses for 2 euro (1)
- g) What comparison is made between life in the city and life in these small towns? 4 marks
more quiet than cities (1)
more authentic than the city (1)
life is simple (1)
life is slower (1)
- h) In what ways does the initiative try to benefit both individuals and entire communities? 3 marks
Opportunity for those who dream of living a new life in Italy (or similar) (1)
Contribute to saving places (1) rich in history and beauty (1)
- i) The main reason for these houses being sold at two euros is:
 (tick only one answer) 2 marks
breathe new life in the old town

Total 20 marks

Question 6

- a) What are the speaker's immediate plans after finishing school? 2 marks
spend (1/2) a couple of weeks (1/2) in the country (1/2) with grandparents (1/2)
- b) How does the speaker plan to relax when school finishes? List **three (3)** activities they plan to do. 3 marks
walks (1) read some books (1) go fishing in the river nearby (1)

- c) Where does the speaker plan to travel to and why? 3 marks
visit London/England (1) to work (1) and study English (1)
- d) What does the speaker say they will do during the day, in the evenings and in their free time on weekdays? 3 marks
during the day (½) go to English classes (½) in the evenings (½) work in a pub (½) and visit the city (½) in free time (½)
- e) How does the speaker feel about the upcoming trip? 2 marks
he is excited (1) and can't wait to go (1)
- f) Which **two (2)** languages does the speaker intend to study in the future, and why do they consider them important? 4 marks
English (½) Spanish (½) because they are popular/widely (½) spoken (½) in the western world (½). They will help him find work (½) in an international company with international contacts (½)
- g) According to the speaker, what challenges might they face in their future studies? 2 marks
Expecting difficult years (1) and they'll need to work hard (1)
- h) This person can best be described as: (tick one answer only) 2 marks
motivated (2)

Total 20 marks

Question 7

- a) Perché il matrimonio dei due Giovani è stato memorabile? 2 marks
la coppia si è sposata in cima (½) al Monte Rosa (½) a quasi (½) 500 metri di altitudine (½)
- b) In quale periodo dell'anno ha avuto luogo l'evento? 1 mark
giugno/estate (1)
- c) Quali attività sono sempre piaciute a Nadia? 2 marks
arrampicata (1) sci alpinismo (1)

- d) Qual'era un sogno di Antonio? 3 marks
sposarsi in un luogo (1) che rifletta i suoi ideali di vita (1): libera, autentica e immersa nella natura.(1)
- e)
- i. Dove sono andati i due sposi in viaggio di nozze? 1 mark
Alaska (1)
- ii. Perché sono andati in questo posto? 3 marks
per seguire (1) le antiche orme/vie (1) dei cercatori d'oro (1)
- f) Quale delle seguenti affermazioni corrisponde al contenuto del testo? 2 marks
Tick only one answer:
Antonio ama l'alpinismo e cerca esperienze inusuali (2)
- g) Quale messaggio trasmette il testo riguardo la possibilità di vivere i propri sogni? Dai dettagli. 4 marks
Bello sapere (1) che esistono persone (1) che inseguono i loro sogni (1) coraggio/vivono i loro sogni con Coraggio (1)
- h) Che titolo daresti a questa storia? 2 marks
answers will vary

Total 20 marks