



Syllabus

Cambridge IGCSE™

Italian 0535

Use this syllabus for exams in 2025, 2026 and 2027.

Exams are available in the June series.



Italiano

Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge University Press & Assessment, which is a department of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

School feedback: ‘We think the Cambridge curriculum is superb preparation for university.’

Feedback from: Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

Quality management



Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/ISO9001

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Important: Changes to this syllabus

For information about changes to this syllabus for 2025, 2026 and 2027, go to page 50.

The latest syllabus is version 1, published September 2022. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2021 are still suitable for use with this syllabus.

1 Why choose this syllabus?

Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted.

Students can choose from 70 subjects in any combination – it is taught by over 4500 schools in over 140 countries.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Cambridge IGCSE Italian develops a set of transferable skills for understanding and communicating in everyday situations in Italian. Learners begin to develop cultural awareness of countries and communities where Italian is spoken. They acquire the essential linguistic skills required for progression to further studies or employment.

Our approach in Cambridge IGCSE Italian encourages learners to be:

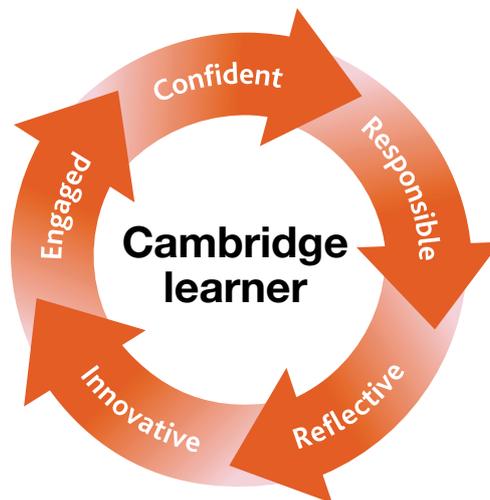
confident, using new and familiar structures and vocabulary to communicate with others in everyday situations

responsible, seeking opportunities to use and develop their language skills

reflective, considering how to communicate different ideas and attitudes

innovative, applying language to a variety of situations

engaged, developing learning strategies which help them to express their ideas and their understanding of other cultures.



School feedback: ‘The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.’

Feedback from: Gary Tan, Head of Schools and CEO, Raffles International Group of Schools, Indonesia

International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE Italian gives learners a solid foundation for further study.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK NARIC*, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of the GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Cambridge IGCSE Italian has been designed to help candidates develop language proficiency to level A2 (Basic User) with some elements of proficiency at level B1 (Independent User) of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR).

Assessment objectives, subject content, mark schemes and task types have been designed with reference to the CEFR to ensure that candidates have opportunities to demonstrate proficiency at the intended levels.

* Due to the United Kingdom leaving the European Union, the UK NARIC national recognition agency function was re-titled as UK ENIC on 1 March 2021, operated and managed by Ecctis Limited. From 1 March 2021, international benchmarking findings are published under the Ecctis name.

Learn more at www.cambridgeinternational.org/recognition

School feedback: ‘Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.’

Feedback from: Managing Director of British School of Egypt BSE

Supporting teachers

We provide a wide range of resources, detailed guidance, innovative training and professional development so that you can give your students the best possible preparation for Cambridge IGCSE. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at www.cambridgeinternational.org/support

Support for Cambridge IGCSE			
Planning and preparation <ul style="list-style-type: none"> Schemes of work Specimen papers Syllabuses Teacher guides 	Teaching and assessment <ul style="list-style-type: none"> Endorsed resources Online forums Support for coursework and speaking tests 	Learning and revision <ul style="list-style-type: none"> Example candidate responses Past papers and mark schemes Specimen paper answers 	Results <ul style="list-style-type: none"> Candidate Results Service Principal examiner reports for teachers Results Analysis

Sign up for email notifications about changes to syllabuses, including new and revised products and services at www.cambridgeinternational.org/syllabusupdates

Professional development

We support teachers through:

- Introductory Training – face-to-face or online
- Extension Training – face-to-face or online
- Enrichment Professional Development – face-to-face or online

Find out more at www.cambridgeinternational.org/events

- Cambridge Professional Development Qualifications

Find out more at www.cambridgeinternational.org/profdev



Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.

Find out more at: www.cambridgeinternational.org/eoguide

2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- develop the language proficiency required to communicate effectively in Italian at level A2 (CEFR Basic User), with elements of level B1 (CEFR Independent User)
- offer insights into the culture and society of countries and communities where Italian is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. memorising, drawing of inferences) to complement other areas of the curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in Italian or another subject area.

Cambridge Assessment International Education is an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.



Content overview

The subject content is organised in five broad topic areas (A–E below). These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where Italian is spoken. The five topic areas listed below are described in more detail in section 3.

- A Everyday activities
- B Personal and social life
- C The world around us
- D The world of work
- E The international world

The syllabus gives students opportunities to develop and apply a wide range of foreign language skills.

Candidates will be expected to read and understand a variety of written and spoken texts on familiar topics. Candidates will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context.

They will also have opportunities to write in Italian on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Listening

- L1: understand the main points and key information in simple everyday material
- L2: understand clear speech on a range of familiar topics
- L3: understand the description of events and expression of ideas, opinions and attitudes in simple texts
- L4: identify and select relevant information in predictable texts

AO2 Reading

- R1: understand the main points and key information in simple everyday material
- R2: understand authentic factual texts on a range of familiar topics
- R3: understand the description of events and expression of ideas, opinions and attitudes in simple texts
- R4: identify and select relevant information in predictable texts

AO3 Speaking

- S1: communicate clearly and effectively in a range of predictable everyday situations
- S2: engage in conversations on familiar topics, expressing opinions and feelings
- S3: use a range of structures and vocabulary with reasonable accuracy
- S4: demonstrate some ability to maintain interaction
- S5: show some control of pronunciation and intonation

AO4 Writing

- W1: communicate simple factual information clearly for everyday purposes
- W2: write simple phrases and sentences on a familiar topic
- W3: write simple connected texts describing events, experiences, opinions and hopes and ambitions
- W4: use a range of simple vocabulary and language structures reasonably accurately

Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Listening	25
AO2 Reading	25
AO3 Speaking	25
AO4 Writing	25
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %			
	Paper 1	Paper 2	Paper 3	Paper 4
AO1 Listening	100	0	0	0
AO2 Reading	0	100	0	0
AO3 Speaking	0	0	100	0
AO4 Writing	0	0	0	100
Total	100	100	100	100

3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

Skills

The skills covered in the syllabus are outlined below.

Listening

- Understand short recordings dealing with everyday needs (e.g. simple transactions in shops, simple directions or instructions).
- Understand factual information and ideas from a range of sources (e.g. announcements, phone messages, news items, interviews, dialogues) on familiar topics.
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in radio broadcasts, interviews, dialogues).
- Identify main points, specific information and details on everyday topics (e.g. personal and family information, shopping, local area, employment, school, leisure activities).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. news reports, conversations, interviews, simple monologues).
- Deduce the meaning of occasional unknown words and expressions from the context.

Reading

- Understand short, simple texts (e.g. signs and notices in public places, such as streets, restaurants and bus/railway stations and airports).
- Understand authentic texts on familiar topics and situations (e.g. newspaper/magazine articles, email messages, blogs and letters).
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in articles, interviews or personal messages).
- Identify main points, specific information and details in predictable texts (e.g. advertisements, brochures, menus, timetables, instructions, messages).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. newspaper/magazine articles, simple plots of films or books).
- Deduce the meaning of occasional unknown words and expressions from the context.

Speaking

- Participate in short social exchanges (e.g. greet people, make and respond to invitations, apologies) and communicate on familiar topics to meet simple needs (e.g. order food and drink, simple transactions in shops, use public transport, ask and give directions, request information).
- Participate in unprepared conversations on familiar topics of personal interest or relevant to everyday life (e.g. family, friends, home environment, hobbies and interests, education, work, travel).
- Describe past events and experiences, hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, tenses and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.
- Use appropriate strategies to maintain interaction.
- Use features of pronunciation and intonation to convey meaning and attitude.

Writing

- Fill in forms providing simple details.
- Communicate simple factual information in writing using everyday vocabulary and expressions.
- Write a series of simple phrases and sentences linked with simple connectors, relating to personal life, immediate environment and everyday topics (e.g. writing about a holiday).
- Write simple connected texts (e.g. email messages, articles) on familiar topics (e.g. plans and arrangements, likes and dislikes, family, home environment, hobbies and interests, education, work and travel).
- Describe past events and experiences, opinions, hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, tenses/time frames and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.

Topic areas

Candidates will be required to show knowledge and understanding of the broad topic areas listed below. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these broad topic areas, candidates gain insight into the cultures of countries and communities where Spanish is spoken.

The sub-topics listed are provided as examples of what teachers may choose to focus on. They are examples only and are not intended to be prescriptive or exhaustive.

Area	Topic Areas	Sub-topics
A	Everyday activities	<ul style="list-style-type: none"> • Time expressions (e.g. telling the time, days, days of the week, months, seasons) • Food and drink (e.g. meals, fruit and vegetables, meat, fish and seafood, snacks, drinks, cutlery and utensils) • The human body and health (e.g. parts of the body, health and illness) • Travel and transport
B	Personal and social life	<ul style="list-style-type: none"> • Self, family and friends • In the home (e.g. rooms, living room, kitchen, bedroom, bathroom, furniture and furnishings, garden, household appliances) • Colours • Clothes and accessories • Leisure time (e.g. things to do, hobbies, sport)
C	The world around us	<ul style="list-style-type: none"> • People and places (e.g. continents, countries and nationalities, compass points) • The natural world, the environment, the climate and the weather • Communications and technology (e.g. the digital world, documents and texts) • The built environment (e.g. buildings and services, urban areas, shopping) • Measurements (e.g. size, shape) • Materials
D	The world of work	<ul style="list-style-type: none"> • Education (e.g. learning institutions, education and training, the classroom, learning tools, subjects, studying) • Work (e.g. jobs and careers, the workplace)
E	The international world	<ul style="list-style-type: none"> • Countries, nationalities and languages • Culture, customs, faiths and celebrations

4 Details of the assessment

All questions requiring written responses are to be answered in Italian.

Dictionaries are not allowed in the examination.

Paper 1 – Listening

Approximately 50 minutes, including 6 minutes' transfer time, 40 marks

This paper consists of 37 multiple-choice and matching questions. Candidates answer all questions by selecting the correct option or options. Each question tests comprehension of recorded texts (e.g. dialogues, announcements, conversations). Candidates hear each recorded text twice. At the end of the test candidates will be asked to transfer their answers onto the separate answer sheet.

Centres must check the *Cambridge Handbook* for the year that candidates are taking the assessment. The *Cambridge Handbook* tells you when and how to access the audio material for each examination series.

www.cambridgeinternational.org/eoguide

Teachers/invigilators must consult the relevant sections of the *Cambridge Handbook* about administering the listening examination and for details about rooms, equipment, guidance on acoustics and checking the audio material in advance.

Description of questions

Questions 1–8

<i>Assessment objective</i>	L1
<i>Task</i>	Candidates listen to short texts and answer eight multiple-choice questions with four options.
<i>Text types</i>	Announcements, phone messages, news items or dialogues
<i>Total marks</i>	8

Questions 9–14

<i>Assessment objectives</i>	L1, L2, L4
<i>Task</i>	Candidates listen to a monologue or dialogue containing factual information and answer six multiple-choice questions with four options.
<i>Text types</i>	Short monologue or dialogue
<i>Total marks</i>	6

Questions 15–19

<i>Assessment objectives</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a conversation and match the names of people, places, items or activities with the correct statements.
<i>Text types</i>	Informal conversation
<i>Total marks</i>	5

Description of questions (continued)**Questions 20–28**

<i>Assessment objectives</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a dialogue (conversation, discussion or interview) or, alternatively, two shorter dialogues (each with a different person, on a common theme) and answer nine multiple-choice questions with three options.
<i>Text types</i>	Conversation, discussion or interview
<i>Total marks</i>	9

Questions 29–34

<i>Assessment objectives</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a dialogue (conversation, discussion or interview) and answer six multiple-choice questions with four options.
<i>Text types</i>	Conversation, discussion or interview
<i>Total marks</i>	6

Questions 35–37

<i>Assessment objectives</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a dialogue (conversation, discussion or interview). In each question there are five options and candidates must select the two options which are true.
<i>Text types</i>	Conversation, discussion or interview
<i>Total marks</i>	6

Paper 2 – Reading

Written paper, 1 hour, 45 marks

This paper consists of six groups of questions, each comprising a number of multiple-choice and matching questions, as well as questions requiring short answers in Italian.

Description of question groups

Question group 1

<i>Assessment objective</i>	R1
<i>Task</i>	Candidates match a series of short statements with the correct pictures.
<i>Text types</i>	Simple statements
<i>Total marks</i>	5

Question group 2

<i>Assessment objective</i>	R1
<i>Task</i>	Candidates match a series of short notices or signs commonly found in public places with an explanatory statement. The texts are all set in the same context.
<i>Text types</i>	Signs, notices, instructions, messages, advertisements
<i>Total marks</i>	5

Question group 3

<i>Assessment objectives</i>	R2, R4
<i>Task</i>	Candidates answer multiple-choice questions with three options on a short text.
<i>Text types</i>	Email, message, postcard or letter
<i>Total marks</i>	7

Question group 4

<i>Assessment objectives</i>	R2, R4
<i>Task</i>	Candidates answer questions on a longer text requiring short responses in Italian.
<i>Text types</i>	Email, message, letter or blog
<i>Total marks</i>	12

Question group 5

<i>Assessment objective</i>	R3
<i>Task</i>	Candidates match a series of descriptions of the requirements, interests or skills of different people with the correct description of places, events, services or activities. All texts are on a common theme.
<i>Text types</i>	Short descriptions, advertisements
<i>Total marks</i>	5

Description of question groups (continued)**Question group 6**

<i>Assessment objectives</i>	R3, R4
<i>Task</i>	Candidates answer questions on a longer text requiring short responses in Italian.
<i>Text types</i>	Articles
<i>Total marks</i>	11

Paper 3 – Speaking

Approximately 10 minutes (plus 10 minutes of preparation time), 40 marks

Each speaking test lasts approximately 10 minutes, and is structured as follows:

- a warm-up section which is not assessed (approximately 30 seconds)
- one role play – candidates respond to five transactional questions to, for example, accomplish a task or obtain goods or services (approximately two minutes)
- two topic conversations – candidates respond to questions on each topic to share views, opinions and experiences (four minutes per topic conversation).

Both the role play and the topic conversations are set in predictable, everyday contexts and are based on the topic areas outlined in the syllabus.

During the preparation time, candidates study a role play scenario provided on a candidate card. They must be supervised under exam conditions. Candidates are not allowed to make notes.

The tests are conducted and marked by the teacher/examiner using the speaking assessment materials and assessment criteria provided. They are moderated by Cambridge International.

Speaking tests take place before the main examination series (see the relevant series' timetable). Before the speaking test period, centres will receive materials for the test. Teachers/examiners must allow sufficient time to familiarise themselves with the materials and procedures (see the *Cambridge Handbook* for details).

Cambridge International supplies a teacher/examiner booklet comprising instructions, assessment criteria and teacher/examiner scripts for the role plays and topic conversations. Candidate cards containing the role play scenarios are also supplied. The teacher/examiner booklet is confidential and must not reach candidates either directly or indirectly at any point. The candidate cards are confidential and must not reach candidates until the start of their 10 minutes of preparation time immediately prior to their speaking test.

The teacher/examiner allocates a role play and two topic conversations to each candidate according to a randomisation grid provided in the teacher/examiner booklet.

Administration of the speaking test

Further information about the administration of speaking tests is provided in the *Cambridge Handbook* for the relevant year of assessment. For copies of the forms required for the speaking test as well as information about the deadlines, sample size and methods of submission, please refer to the samples database at www.cambridgeinternational.org/samples

Using the samples database

The samples database refers you to key information about administering speaking tests.

Use the database to find out:

- when and how to submit your marks for the speaking tests
- when and how to submit the speaking tests
- which forms to complete and submit with the speaking tests.

The samples database at www.cambridgeinternational.org/samples will ask you for:

- your country/territory
- the syllabus code (i.e. 0535 for this syllabus).

The database will then take you to the information you need, including dates and methods of submission of candidates' marks and work, as well as any forms you may need to complete.

Cover sheets

You should upload a completed cover sheet with the speaking tests that you submit to Cambridge International. Download the cover sheet from the samples database at www.cambridgeinternational.org/samples. Follow the instructions on the form itself to complete it.

Recording and submitting candidates' marks and speaking tests

Please refer to the samples database at www.cambridgeinternational.org/samples for information, dates and methods of submission of candidates' marks and speaking tests. You should follow the instructions on the samples database.

You should record marks on the required form which you should download each year from the samples database at www.cambridgeinternational.org/samples. Follow the instructions on the form to complete it. The marks on this form must be identical to the marks you submit to Cambridge International.

Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. (If only one teacher is marking internal assessments, no internal moderation is necessary.) You can find further information on the process of internal moderation in the *Cambridge Handbook* and on the samples database for the relevant year of assessment.

You should record the internally moderated marks for all candidates on the required Working Mark Sheet and submit these marks to Cambridge International according to the instructions on the samples database at www.cambridgeinternational.org/samples

External moderation

Cambridge International will externally moderate all internally assessed components.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

Speaking assessment criteria grids

Role play

Each of the five role play tasks is assessed using the mark scheme below:

2	The information is communicated. Language is appropriate to the situation and is accurate. Minor errors (adjective endings, use of prepositions, etc.) are allowed.
1	The information is partly communicated and/or the meaning is ambiguous. Errors impede communication.
0	No creditable response.

Topic conversations

When **both** topic conversations have been completed, give a mark out of 15 for **Communication** and a mark out of 15 for **Quality of Language**.

Communication

Give a mark out of 15 for the candidate's performance in **both** topic conversations.

Mark	Level	Descriptor
13–15	Very good	<ul style="list-style-type: none"> Responds confidently to questions; may occasionally need repetition of words or phrases. Communicates information which is consistently relevant to the questions. Frequently develops ideas and opinions. Justifies and explains some answers.
10–12	Good	<ul style="list-style-type: none"> Responds well to questions; requires occasional use of the alternative question(s) provided. Communicates information which is almost always relevant to the questions. Sometimes develops ideas and opinions. Gives reasons or explanations for some answers.
7–9	Satisfactory	<ul style="list-style-type: none"> Responds satisfactorily to questions; frequently requires use of the alternative question(s) provided. Communicates most of the required information; may occasionally give irrelevant information. Conveys simple, straightforward opinions.
4–6	Weak	<ul style="list-style-type: none"> Has difficulty with many questions but still attempts an answer. Communicates some simple information relevant to the questions.
1–3	Poor	<ul style="list-style-type: none"> Frequently has difficulty understanding the questions and has great difficulty in replying. Communicates one or two basic pieces of information relevant to the questions.
0		<ul style="list-style-type: none"> No creditable response.

Quality of Language

Give a mark out of 15 for the candidate's performance in **both** topic conversations.

Mark	Level	Descriptor
13–15	Very good	<ul style="list-style-type: none"> • Accurate use of a wide range of the structures listed in the syllabus with occasional errors in more complex language. • Accurate use of a wide range of vocabulary with occasional errors. • Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.
10–12	Good	<ul style="list-style-type: none"> • Good use of a range of the structures listed in the syllabus, with some errors. • Good use of a range of vocabulary with some errors. • Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.
7–9	Satisfactory	<ul style="list-style-type: none"> • Satisfactory use of some of the structures listed in the syllabus, with frequent errors. • Satisfactory use of vocabulary with frequent errors. • Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.
4–6	Weak	<ul style="list-style-type: none"> • Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity. • Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.
1–3	Poor	<ul style="list-style-type: none"> • Very limited range of structures and vocabulary, almost always inaccurate. • Poor pronunciation, rarely comprehensible; many serious errors.
0		<ul style="list-style-type: none"> • No creditable response.

Paper 4 – Writing

Written paper, 1 hour, 45 marks

This paper consists of a form-filling task, a directed writing task and an extended writing task in response to given contexts and prompts.

Description of questions

Question 1

<i>Assessment objectives</i>	W1, W4
<i>Task</i>	Candidates fill in a form with single words or short phrases in response to a given context.
<i>Total marks</i>	5

Question 2

<i>Assessment objectives</i>	W2, W4
<i>Task</i>	Candidates complete a directed writing task in about 80–90 words on a familiar, everyday topic.
<i>Total marks</i>	12

Question 3

<i>Assessment objectives</i>	W3, W4
<i>Task</i>	Candidates choose between two tasks (an email/letter and an article/blog) and complete one of these in about 130–140 words.
<i>Total marks</i>	28

List of grammar and structures

The list of grammar and structures provides students with an indication of the grammatical knowledge they are expected to demonstrate in all of their assessments for IGCSE Italian. The list is not intended to be restrictive.

Articles	definite, indefinite, partitive; definite article with titles and countries
Nouns	gender; singular and plural forms, including common and less common irregulars (e.g. <i>la mano, il cinema, il dita, le dita</i>)
Negatives	<i>non...ancora/mai/niente/neanche/nessuno/più/che; alcuno, nemmeno, nulla, affatto, non solo... ma anche, né...né</i> (R).
Adjectives	agreement, number and gender position and basic exceptions common irregular adjectives before nouns (e.g. <i>bello, buono</i>) comparative and superlative, regular (e.g. <i>più/meno di/che, il più/meno, tanto... quanto, così...come</i>); irregular (e.g. <i>migliore, peggiore; il migliore/peggiore</i>); <i>molto + adjective</i> ; adding <i>-issimo</i> to the adjective demonstrative (<i>questo, quello</i> singular and plural) indefinite (e.g. <i>ogni, qualche, alcuni, uno, qualcuno, qualcosa, ciascuno, ognuno, qualsiasi, parecchio, altro, tutto, alcuno; chiunque, altrettanto</i> [R]) possessive, with articles; exceptions (e.g. family members) interrogative (e.g. <i>che; qual/quale/quali; quanto/a, quanti/e</i>)
Adverbs	formation and position adverbs of time and place use of <i>ci</i> (<i>c'è, ci sono, ci vado</i>) comparative and superlative, including <i>migliore/peggio</i> interrogative, direct and indirect (e.g. <i>come, dove, quando, quanto, perché</i>) common expressions of quantity (e.g. <i>abbastanza, mezzo, molto, poco, un po', tanto, troppo, quanto, quarto</i>) common adverbial phrases (e.g. <i>a poco a poco</i>) other common adverbs (<i>bene, male, poco</i>)
Pronouns	subject, including <i>si</i> object, direct and indirect; position and order with infinitive, gerund and imperative reflexive demonstrative (e.g. <i>questo, quello</i> ; use of <i>ci</i>) interrogative (e.g. <i>chi, che, che cosa, cosa, quale, quanto</i>) relative (e.g. <i>che, il quale, cui, chi, quello che, il cui</i>) disjunctive possessive indefinite (e.g. <i>nessuno, niente, ogni, qualcuno, qualcosa, qualche, uno, ognuno, ciascuno, parecchi, qualsiasi, qualunque</i>) use of <i>ecco</i> with pronouns (e.g. <i>eccomi!, eccolo!</i>) (R) use of <i>ne</i>

Verbs	<p>regular and irregular forms of verbs, including reflexive verbs all persons of verbs, singular and plural negative forms interrogative forms imperative modes of address (<i>tu, voi, Lei</i>) gerund impersonal (e.g. <i>fa; bisogna</i> + infinitive) verbs followed by infinitive, with or without preposition dependent infinitive (e.g. <i>far vedere</i>) tenses:</p> <ul style="list-style-type: none"> • present and present continuous (<i>stare</i> + gerund) • perfect (<i>avere</i> or <i>essere</i> + past participle – including reflexive verbs and agreements) • imperfect and imperfect continuous • pluperfect • immediate future (<i>stare per</i> and use of present) • future • future perfect (R) • conditional (all verbs, present; perfect tense [R]) • present subjunctive in commonly used forms • past subjunctive + conditional (e.g. <i>se fossi ricco, comprerei...</i>), other past subjunctive (R) • use of <i>se</i> + present/future (e.g. <i>se piove non andiamo/andremo</i>) • passive voice (R) • perfect infinitive (e.g. after <i>dopo</i>) gerund
Conjunctions	<p>coordinating (e.g. <i>e/ed; ma; o, o...o; oppure</i>) subordinating (e.g. <i>perché, poiché, visto che, se, anche se, quando</i>)</p>
Number	all ordinal and cardinal numbers
Quantity	common quantities
Time	<p>date time, including 24-hour clock, years uses of <i>da, fa, fra/tra</i> with perfect tense and imperfect tenses</p>

Vocabulary list

The vocabulary list provided is intended as a guide for teachers to assist in the planning of lessons and schemes of work. It is not intended to be prescriptive or exhaustive and the assessment tasks will require students to understand and respond to words (and/or forms of words) that are not on the list.

Although the skill of deduction is not directly tested, students should be taught the skill of deducing the meaning of unknown words from the context on familiar topics.

Vocabulary is listed under particular topic headings but should be considered transferable, as appropriate, to the other topics.

Students are expected to be familiar with plural and feminine forms of nouns and adjectives where these are not given.

Aggettivi comuni

accogliente	gentile
antico	grande, piú grande, il/la piú grande
bagnato	gratis
bello	importante
breve	impossibile
buono , meglio, il/la migliore	infelice
caldo	ingiusto
cattivo, peggiore, il/la peggiore	intelligente
comodo	inutile
cordiale	leggero
corretto	lento
di valore	libero
diverente	lo stesso
difficile	magro
disponibile	maleducato
diverso	moderno
duro	morbido
educato	necessario
emozionante	negativo
enorme	noioso
esatto	normale
facile	nuovo
fantastico	ottimo
forte	perfetto
freddo	pesante
generale	piccolo, piú piccolo, il piú piccolo / la piú piccola

Aggettivi comuni (continued)

pieno

popolare

positivo

possibile

precedente

prezioso

probabile

profondo

pronto

rapido

recente

ricco

rumoroso

sbagliato

secco

semplice

severo

sicuro

silenzioso

simile

simpatico

solitario

stretto

stufo

stupido

superficiale

timido

tipico

umido

utile

vecchio

veloce

vero

vivace

vuoto

Preposizioni e avverbi comuni**Luogo**

a

con

da

da qualche parte

dentro

di fianco a, vicino a, accanto a

dietro

fuori

intorno (a) / in giro

invece (di)

là

per

qui

senza

sopra

sotto

su

tra

Possibilità

di sicuro, sicuramente

certamente

forse

probabilmente

Frequenza

mai

normalmente

ogni giorno / quotidiano

raramente

sempre

solamente/soltanto/solo

spesso

Preposizioni e avverbi comuni (continued)**Modo**

bene
 esattamente
 lentamente
 male
 molto
 piuttosto
 velocemente

Enfasi

davvero, veramente, proprio
 particolarmente
 specialmente

Qualificativi

(non) abbastanza
 appena
 così
 molto
 soltanto
 troppo / troppo poco
 tutto

Numeri**Cardinali**

zero, uno, due, tre, quattro, cinque, sei, etc. cento, mille, fino a un milione

Ordinali

primo/a, secondo/a, terzo/a, quarto/a..., etc.

Frazioni

mezzo / la metà, un terzo, un quarto

Altro vocabolario

abbastanza
 alcuni
 circa, all'incirca
 diversi, parecchi
 entrambi, tutti e due
 il doppio (m)

Numeri (continued)**Altro vocabolario (continued)**

il più
 in abbondanza
 la maggior parte
 la maggioranza (f)
 la minoranza (f)
 l'unico (m)
 meno
 molto
 niente
 numero (m)
 ogni, ciascuno
 più
 più o meno
 quantità (f)
 quanto/a/i/e
 quasi
 totale (m)
 troppo/a/e/i
 tutti, ognuno
 tutto
 una volta (f), due volte, tre volte

Verbi comuni

accadere
 accogliere
 affermare
 aiutare
 amare
 andare
 appartenere a
 arrivare
 ascoltare
 aumentare
 avere
 avere bisogno
 avvicinare
 bere
 calmarsi
 capire
 c'è / ci sono

Verbi comuni (continued)

cercare

chiedere

cominciare

conoscere

continuare

copiare

credere

dare

descrivere

dimenticare

diminuire

dire

divertire, divertirsi

domandare

dovere

entrare

essere

essere interessati a

fare/disfare

fare cadere/cadere

fermare, fermarsi

finire

gridare

guardare

incontrare

incoraggiare

iniziare

invitare

iscriversi a

lasciare

leggere

mangiare

mantenere

mentire / dire bugie

mettere

mordere

muoversi

odiare

organizzare

parlare

pensare

piacere

piangere

portare

potere

prendere

preoccuparsi

presentarsi

provare

raccogliere

raccontare

restituire

ricevere

ricordare

ridere

riparare

ripetere

rispondere

ritornare

riuscire a (fare)

sapere

scrivere

sedersi

sembrare

sentire, sentirsi

sistemare

sognare

sorridere

spingere

stare

strappare

succedere

tirare

trovare

unire / unirsi a

urlare

usare

vedere

venire

volere

A Attività giornaliere**Espressioni di tempo**

a volte
alla fine, finalmente
all'improvviso
ancora, tuttora, finora
da
di nuovo, ancora
dopo
finalmente
fino a
immediatamente
innanzitutto
mai
mentre
momento
nel frattempo, intanto
presto
prima
(la) prossima (settimana)
prossimo / successivo
quando
sempre
tardi
(il tuo, il mio) turno (m)
tutti i giorni / ogni giorno; tutte le settimane / ogni settimana; tutti i mesi / ogni mese

Le ore

all'una, alle due, alle tre, etc.
e mezza / e un quarto / meno un quarto
mattino (m) / mattina (f)
mezzanotte (f)
mezzogiorno (m)
minuto (m)
ora (f)
orologio (m)
pomeriggio (m)
secondo (m)
sera (f)

I giorni

domani
giorno (m)
ieri
il fine settimana (m)
la settimana (f), la prossima settimana, la settimana scorsa
l'altro ieri
oggi
lunedí (m)
martedí (m)
mercoledí (m)
giovedí (m)
venerdí (m)
sabato (m)
domenica (f)

I mesi / L'anno

il mese (m), mensile
la data (f)
l'anno (m), annuale, una volta l'anno
gennaio (m)
febbraio (m)
marzo (m)
aprile (m)
maggio (m)
giugno (m)
luglio (m)
agosto (m)
settembre (m)
ottobre (m)
novembre (m)
dicembre (m)

Le stagioni

La primavera (f)
L'estate (f)
L'autunno (m)
L'inverno (m)

A Attività giornaliere (continued)**Il cibo e le bevande – i pasti**

antipasto (m)
 cenare
 cibo (vegetariano, vegano) (m)
 dieta (f)
 dolce (m)
 fare colazione
 fare una grigliata
 pasto (m)
 picnic (m)
 portata principale (f)
 pranzo (m)
 spuntino (m)

Il cibo e le bevande – frutta e verdura

albicocca (f)
 ananas (m)
 arancia (f)
 banana (f)
 carota (f)
 cavolfiore (m)
 cavolo (m)
 cetriolo (m)
 ciliegia (f)
 cipolla (f)
 cocco (m)
 cocomero (m) / anguria (f)
 fragola (f)
 frutta (f)
 fungo (m)
 lampone (m)
 lattuga (f)
 limone (m)
 mela (f)
 melanzana (f)
 melone (m)
 patata (f)
 peperone (m)
 pera (f)
 pesca (f)
 pomodoro (m)

Il cibo e le bevande – frutta e verdura (continued)

prugna/susina (f)
 uva (f)
 verdura (f)

Il cibo e le bevande – carne, pesce e frutti di mare

agnello (m)
 carne (f)
 frutti di mare (pl)
 hamburger (m)
 maiale (m)
 manzo (m)
 pesce (m)
 pollo (m)
 prosciutto (m)
 salsiccia (f)

Il cibo e le bevande – spuntini

caramelle (fpl)
 cioccolato (m)
 macedonia (f)
 panino (m)
 patatine (fpl)
 patatine fritte (fpl)
 pizza (f)
 toast (m)
 torta (f)
 yogurt (m)
 zuppa (f)

Il cibo e le bevande – bevande

acqua (f) (minerale, frizzante, naturale)
 bevanda analcolica (f)
 bibita (f)
 caffè (m)
 coca(-cola)
 ghiaccio (m)
 latte (m)
 limonata (f)
 succo (m)
 tè (m)

A Attività giornaliere (continued)**Il cibo e le bevande – altro**

aglio (m)
 burro (m)
 fagioli (mpl)
 farina (f)
 formaggio (m)
 gelato (m)
 marmellata (f)
 olio (m)
 pane (m)
 pasta (f)
 pepe (m)
 riso (m)
 sale (m)
 soia (f)
 tofu (m)
 uovo (m)
 zucchero (m)

Il cibo e le bevande – posate ed utensili

bicchiere (m)
 ciotola, scodella (f)
 coltello (m)
 cucchiaio (m)
 forchetta (f)
 padella (f)
 pentola (f)
 piatto (m)
 tazza (f)

Il cibo e le bevande – aggettivi

cotto
 crudo
 fresco
 piccante
 saporito

Il cibo e le bevande – verbi ed espressioni

avere fame
 avere sete
 bere
 cenare
 cucinare

Il cibo e le bevande – verbi ed espressioni (continued)

essere sazio/pieno
 fare colazione
 mangiare
 pranzare
 preparare la cena / il pranzo
 tagliare

Il corpo e la salute – parti del corpo

bocca (f)
 braccio (m)
 caviglia (f)
 collo (m)
 corpo (m)
 cuore (m)
 dente (m)
 dito (m)
 dito del piede (m)
 faccia (f), viso, volto (m)
 gamba (f)
 ginocchio (m)
 gola (f)
 mano (f)
 naso (m)
 occhio (m)
 orecchio (m)
 osso (m)
 pelle (f)
 petto (m)
 piede (sinistro, destro) (m)
 schiena (f)
 spalla (f)
 stomaco (m)
 testa (f)

Il corpo e la salute – verbi ed espressioni

respirare, respirare profondamente
 sentire gli odori
 toccare
 vedere

A Attività giornaliere (continued)**Salute e malattie**

appuntamento dal dottore (m)

cerotto (m)

dentista (m/f)

dottore (m)

farmacia (f)

infermiere (m/f)

medicina (f)

Salute e malattie – verbi ed espressioni

ammalarsi

andare in palestra

avere la febbre

avere l'influenza

avere mal di (testa, stomaco, denti)

avere un raffreddore

cadere

essere allergico a... / avere un'allergia

essere di cattivo umore

essere malsano / godere di buona salute

essere stanco

fare esercizio / ginnastica / sport

farsi male a

lesione / ferita (f)

pulire

rompersi (una gamba, un braccio)

sdraiarsi

stare male / essere ammalato

tagliarsi (un dito)

vomitare

Viaggi e trasporti

aereo (m)

ambulanza (f)

autista (m/f)

autobus (m)

automobile, macchina (f)

bagaglio (m), valigia (f)

banchina (f), molo (m)

barca (f)

bici(cicletta), moto(cicletta) (f)

biglietto (m) di (andata e ritorno / sola andata)

binario (m) (del treno)

direzioni, indicazioni stradali (fpl)

Viaggi e trasporti (continued)

fermata dell'autobus (f)

ferrovia (f)

mappa (f)

passeggero (m), passeggera (f)

ritardare / in ritardo

taxi (m)

traghetto (m)

tram (m)

treno (m)

turista (m/f)

ufficio informazioni turistiche

viaggio (m)

visita (f)

volo (m)

Viaggi e trasporti – verbi ed espressioni

arrivare

attraversare (la strada)

camminare

cercare

dritto

fare escursionismo

girare

guidare

parcheggiare

partire

perdersi

prendere (l'autobus)

ritornare

salire/scendere

viaggiare, viaggiare in autobus / in treno, etc.

volare

B La vita privata e sociale**Saluti**

arrivederci

buongiorno / buon pomeriggio / buonasera

Ci vediamo! / A presto! / A domani!

ciao

Come stai? / Come sta? / Come va?

Bene, grazie / Non tanto bene.

devo andare

grazie

B La vita privata e sociale (continued)**Saluti (continued)**

per favore

piacere di conoscerti/conoscerLa

Prego?

scusa, scusi

Esclamazioni

Bello!

Che seccatura!

Interessante!

Peccato!

Prego!

Inviti

accettare/declinare un invito

Grazie, ma non posso. Possiamo fare un altro giorno.

invitare

Perchè non + verbo (andiamo)

Ti/Le/Vi piacerebbe (andare al cinema)?

La famiglia ed i rapporti

adolescente (m/f)

amico/a

bambini (mpl)

bambino/a

bebè, neonato/a

cognome (m)

compagno/a

cugino/a; cugini/e

divorziato/a

famiglia (f)

fidanzato/a

figlio/a

figlioccio/a

fratello (m) / sorella (f) (più piccolo/a, maggiore),
fratelli (pl) / sorelle (pl)

gemelli

genitori

gente (f)

giovane (m/f)

giovinezza (f)

infanzia (f)

l'anziano/a; gli anziani

La famiglia ed i rapporti (continued)

madre (f)

marito (m)

matrigna (f), patrigno (m)

matrimonio (m)

moglie (f)

nipote (m/f)

nonno/a, nonni

nozze (fpl)

padre (m)

parente (m/f)

ragazzo/a

scapolo/celibe (m); nubile (f)

signor, signora, signorina

sposare, sposato/a

tizio (m)

uomo (m), donna (f)

vicino/a

zio/a

Descrivere l'aspetto fisico

altezza

alto

baffi (mpl)

barba (f)

basso

biondo

calvo

capelli (mpl)

colore (m)

corto

età (f)

fine / spesso

liscio

lungo

occhi (mpl)

(portare) (gli) occhiali (mpl)

ondulato

portare/avere un apparecchio acustico

scuro

sesso, genere (m)

taglia (f)

voce (f)

B La vita privata e sociale (continued)**Descrivere il carattere**

anziano
 arrabbiato
 attivo
 avido
 bello, bellissimo
 brutto
 calmo
 carino
 cattivo
 curioso
 divertente
 famoso
 felice
 gentile
 giovane
 grasso, in sovrappeso
 grosso
 importante
 infelice
 intelligente
 interessante
 magro
 maleducato
 matto
 noioso
 pazzo
 piacevole
 pigro
 povero
 preoccupato
 scontento
 sensato
 serio
 sfinito
 sgradevole
 simpatico
 soddisfatto
 spiacevole
 spiritoso
 stupido
 tranquillo
 triste

Verbi ed espressioni

abbracciare, baciare
 avere
 amare
 arrabbiarsi
 chiamare, chiamarsi
 crescere
 essere di buonumore/malumore
 (essere) incinta
 morire
 nascere
 piacere
 piangere
 ridere
 scrivere (il tuo nome)
 sorridere
 vivere

A casa – stanze e mobili

anticamera (f)
 balcone (m)
 corridoio (m)
 finestra (f)
 garage (m)
 ingresso (m)
 mobile (m)
 muro (m)
 parete (f)
 pavimento (m)
 porta (f)
 sala da pranzo (f)
 scale (fpl), scala (f)
 soffitto (m)
 studio (m)
 vetro (m)

A casa – il bagno

asciugamano (m)
 bagno (m)
 dentifricio (m)
 deodorante (m)
 doccia (f)
 gabinetto (m)
 gel doccia (m)

B La vita privata e sociale (continued)**A casa – il bagno (continued)**

pettine (m)
 rubinetto (m)
 sapone (m)
 shampoo (m)
 spazzola (f)
 spazzolino (m) (da denti)
 specchio (m)

Il bagno – verbi ed espressioni

fare la doccia / il bagno
 lavarsi i denti
 lavarsi il viso / le mani
 pettinarsi/spazzolare i capelli

A casa – il salotto

cassettiera (f)
 comò (m)
 divano (m)
 poltrona (f)
 quadro (m)
 salotto (m)
 scaffale (m)
 tappeto (m)
 tavolo (m)

A casa – la cucina

bottiglia (f)
 cucina (f)
 lattina (f)
 lavandino (m)
 scatola (f)

La cucina – verbe ed espressioni

arrostire
 bollire, far bollire
 cenare
 cucinare
 cucire
 cuocere
 friggere
 grigliare
 mangiare

La cucina – verbe ed espressioni (continued)

mettere in freezer, congelare
 pranzare
 preparare il pranzo / la cena
 scaldare
 stirare
 tagliare (a pezzi)

A casa – la stanza da letto

armadio (m)
 camera da letto (f)
 coperta (f)
 cuscino (m)
 guardaroba (f)
 lampada (f)
 lenzuolo (m)
 letto (m)

La stanza da letto – verbi ed espressioni

alzarsi
 avere sonno / essere stanco
 dormire
 fare un pisolino
 riposare
 sdraiarsi
 svegliarsi

A casa – le facende domestiche

mettere a posto la casa
 pulire

A casa – il giardino

albero (m)
 fiore (m)
 giardino (m)
 muro (m)
 parete (f)
 pianta (f)
 prato (m)
 recinzione (f)

B La vita privata e sociale (continued)**Il giardino – verbi ed espressioni**

coltivare
 fare giardinaggio
 piantare (fiori/verdure)

A casa – elettrodomestici

altoparlante (m)
 aria condizionata (f)
 aspirapolvere (m)
 batteria (f)
 caricabatterie (m)
 elettricità (f)
 ferro da stiro (m)
 fornello (m)
 forno (m)
 forno a microonde (m)
 freezer (m)
 frigorifero (m)
 gas (m)
 griglia (f)
 lavastoviglie (f)
 lavatrice (f)
 orologio (m)
 radio (f)
 riscaldamento (m)
 sgabello (m)
 spina (f)
 sveglia (f)
 telefono (m)
 televisore (m)

Elettrodomestici – verbi ed espressioni

accendere
 aprire
 chiudere
 fare la lavatrice
 infornare / cuocere al forno
 portare fuori l'immondizia
 preparare la tavola
 riparare
 rompere
 sprecchiare
 spegnere
 spingere

Elettrodomestici – verbi ed espressioni (continued)

tirare

Colori

arancione
 argento
 bianco
 blu
 chiaro
 colore (m)
 giallo
 grigio
 marrone
 nero
 oro
 rosa
 rosso
 scuro
 verde
 viola

Vestiti ed accessori

abito (m)
 anello (m)
 berretto (m)
 borsa (f)
 borsetta (f) / borsellino (m)
 calzini (mpl)
 camicetta (f)
 camicia (f)
 cappello (m)
 cappotto (m)
 cintura (f)
 collana (f)
 completo (m)
 costume da bagno (m)
 cravatta (f)
 divisa (f)
 felpa (f)
 giacca (f)
 gioielli (mpl) / gioielleria (f)
 gonna (f)
 golf (m)

B La vita privata e sociale (continued)**Vestiti ed accessori (continued)**

guanti (mpl)

impermeabile (m)

jeans (mpl)

maglione (m)

moda (f)

occhiali (mpl)

occhiali da sole (mpl)

ombrello (m)

orecchino (m)

orologio (m)

pantaloncini corti (mpl)

pantaloni (mpl)

portafoglio, portamonete (m)

sandali (mpl)

scarpe (fpl)

scarpe da ginnastica (fpl)

sciarpina (f)

stivali (mpl)

tasca (f)

uniforme (f)

vestiti (mpl)

vestito (m)

zaino (m)

Vestiti ed accessori – verbi ed espressioni

Che taglia?

è elegante

è sportivo

è troppo largo

è troppo stretto

indossare

mettersi

provare

sta bene / non sta bene

calza bene / non calza bene

ti sta bene

un paio di (calzini/scarpe/guanti)

vestirsi / svestirsi, spogliarsi

Il tempo libero – cose da fare

andare a pesca

andare ad un concerto / ad un festival di musica / a teatro

Il tempo libero – cose da fare (continued)

ascoltare musica (pop, classica, folk, rock)

cantare

dipingere

disegnare

fare alpinismo

fare fotografie

giardinaggio (m)

guardare la tv / un film giallo / un film romantico / una commedia

leggere

Il tempo libero – strumenti musicali

batteria (f)

chitarra (f)

clarinetto (m)

cuffie (fpl)

flauto (m)

percussioni (fpl)

piano, pianoforte (m)

tamburo (m)

tromba (f)

violino (m)

suonare (uno strumento musicale)

Il tempo libero – sport

allenare, allenatore (m)

atletica (f)

attrezzatura sportiva / completo da (tennis, etc.)

badminton (m)

bicycletta (f)

calcio (m)

campione (m/f)

campo da calcio (m)

campo da golf (m)

campo da tennis (m)

ciclismo (m), andare in bici

correre / corsa, fare footing

fare surf

ginnastica (f)

giocare

gol (m)

golf (m)

hockey (m)

B La vita privata e sociale (continued)**Il tempo libero – sport (continued)**

medaglia (f)

nuotare

palla, pallone (f)

pallavolo (m)

partita (f)

pattinare, fare pattinaggio

premio (m)

racchetta, (hockey) bastone

rugby (m)

scacchi (mpl)

sciare

squadra (f)

tennis (m)

tifoso (m)

vela (f)

yoga (m)

Il tempo libero – verbi ed espressioni

andare a / andare in

fare foto

pareggiare

perdere (la/una gara; la/una competizione, una medaglia)

scrivere (poesie, una storia)

segnare (un gol / un punto)

vincere (la/una gara; la/una competizione, una medaglia)

C Il mondo intorno a noi**Continenti**

Africa

America, Sud America, Nord America, America Centrale

Antartide, l'Artide

Asia

Europa

Oceania / Australasia

Nazioni, nazionalità e lingue

nazionalità e paese di residenza

lingua madre e lingue straniere studiate

C Il mondo intorno a noi (continued)**La bussola**

Est (m)

Nord (m)

Ovest (m)

Sud (m)

Il mondo naturale e l'ambiente

agricoltura (f)

ambiente (m)

aria (f)

cascata (f)

cielo (m)

clima (m)

costa (f)

deforestazione (f)

deserto (m)

erba (f)

fiume (m)

foresta (f)

inquinamento (m)

isola (f)

lago (m)

mare (m)

montagna (f)

natura (f)

ombra (f)

onda (f)

paesaggio (m)

pietra (f)

polvere (f)

ramo (m)

regione (f)

riciclo (m), riciclare

riscaldamento globale (m)

risorse naturali (fpl)

sabbia (f)

sole (m), luna (f)

spiaggia (f)

stella (f)

terra (f)

vista (f)

vulcano (m)

C Il mondo intorno a noi (continued)**Il clima e il tempo**

caldo (m), fa caldo

calore (m)

condizioni atmosferiche (fpl)

foschia (f)

freddo, fa/è freddo, freddissimo

gelo (m)

ghiaccio (m)

gradi (mpl)

grandine (f)

lampo (m)

nebbia (f)

neve (f)

notte (f)

nuvola (f)

pioggia (f)

previsioni del tempo (fpl)

sole (m)

stagione (f)

tempo (m)

temporale (m)

tuono (m)

umido

uragano (m)

vento (m)

sta piovendo / piove

Animali

cane (m)

cavallo (m)

coniglio (m)

elefante (m)

gatto (m)

leone (m)

mosca (f)

pesce (m)

ragno (m)

ratto (m)

scimmia (f)

serpente (m)

tigre (f)

topo (m)

uccello (m)

zanzara (f)

Comunicazione e tecnologia – il mondo digitale

applicazione (f), app

articolo (m)

blog (m)

cartella

cellulare / telefonino (m)

chat

chiavetta USB (f)

clic (m)

compilare

computer (m)

documento (m)

email, un messaggio di posta elettronica

file (m)

film (m)

fotografia (f)

gioco, video-gioco (m)

informazione (f)

internet (m)

marca (f)

messaggio, messaggino (m)

mouse (m)

notizie (fpl)

online, su internet

pagina web / internet (f)

parola d'ordine (f)

portatile, laptop (m)

schermo (m)

selfie (m)

sicurezza online (f)

sito internet (m)

social network (m)

software (m)

stampante (f)

tablet (m)

tastiera (f)

telefono (m)

touch-screen (m)

video (m)

vlog (m) / vlogger (m/f)

wireless / rete Wi-Fi / il Wi-Fi

C Il mondo intorno a noi (continued)**Comunicazione e tecnologia – documenti e testi**

appunto (m)
 articolo (m)
 biglietto (m)
 bolletta, fattura (f)
 carta d'identità (f)
 cartolina (f)
 certificato (m)
 depliant, opuscolo (m)
 fumetti (mpl)
 giornale, quotidiano (m)
 guida (turistica) (f)
 lettera (f)
 libro (m)
 lista (f)
 modulo (m)
 passaporto (m)
 pubblicità (f)
 rivista (f)
 taccuino (m), block notes (m)

Comunicazione e tecnologia – verbi ed espressioni

caricare
 cliccare
 connettersi, collegarsi a internet / navigare su internet
 copiare
 fare una chiamata
 inviare
 mandare
 postare
 pubblicare
 salvare
 scaricare
 spedire
 trovare

La città – edifici e servizi

albergo (m)
 appartamento (m)
 ascensore (m)
 biblioteca (f)
 caffè, bar (m)
 casa (f)
 castello (m)
 centro ricreativo (m)
 cinema (m)
 clinica (f)
 comune (m)
 dentista (m)
 edificio (m)
 entrata (f)
 fabbrica (f)
 fattoria (f)
 garage (m)
 hotel (m)
 museo (m)
 ospedale (m)
 palestra (f)
 piano terra / primo piano / secondo piano
 piscina (f)
 ristorante (m)
 scuola (f)
 stadio (m)
 stazione dei treni (f)
 stazione di servizio (f) / benzinaio (m)
 teatro (m)
 ufficio (m)
 ufficio postale (m)
 università (f)
 uscita (f)
 zoo (m)

La città – area urbana

aeroporto (m)
 angolo (m)
 autostrada (f)
 città (f)
 fermata del treno / dell'autobus (f)

C Il mondo intorno a noi (continued)**La città – area urbana (continued)**

luogo (m)

mercato (m)

metropolitana (f)

paese (m)

paesino (m)

parcheggio (m)

parco giochi (m), area giochi (f)

piazza (f)

ponte (m)

posto (m)

quartiere (m)

rotatoria, rotonda (f)

semaforo (m)

stazione dei treni / degli autobus (f)

strada (f)

traffico (m)

via (f)

La città – lo shopping

aperto

aprire

banconota (f)

cameriere (m) / cameriera (f)

caro

carta di credito (f)

chiosco (m)

chiudere

chiuso

cliente (m/f)

conto (m)

economico

macellaio (m), macelleria (f)

mercato (m)

moneta (f)

negoziò (m)

panificio (m)

prezzo (m)

resto (m)

ricevuta (f), scontrino (m)

saldi / in offerta

supermercato (m)

taglia (f) / numero (m)

La città – verbi ed espressioni

affittare (una bici)

comprare

fare la spesa / fare compere

pagare

portare indietro / ottenere un rimborso

Quanto costa?

reclamare

spendere soldi

vendere

Unità di misura

centimetro (m)

chilogrammo (m)

chilometro (m)

grado (m)

grammo (m)

litro (m)

metro (m)

Dimensioni

alto

basso

breve

corto

di medie dimensioni

enorme

grande

lungo

piccolo, piccolissimo

Forme

cerchio (m), rotondo (agg)

quadrato (m e agg)

triangolo (m), triangolare (agg)

Materiali

argento (m)

carta (f)

cotone (m)

lana (f)

legno (m)

metallo (m)

C Il mondo intorno a noi (continued)**Materiali (continued)**

oro (m)

pelle (f)

pietra (f)

plastica (m)

vetro (m)

D Il mondo del lavoro**Educazione, istruzione e formazione**

alunno (m)

corso (m)

cortile (m)

dipartimento (m)

dirigente scolastico (m), preside (m)

educazione (f)

insegnante (m/f), (primaria) maestro/a, (secondaria, università) professore (m/f)

l'anno scolastico (m)

materia (f)

studente (m/f)

trimestre/semestre (m)

Educazione, istruzione e formazione – la scuola

asilo nido (m) / scuola materna (f) / asilo (m)

mensa (f)

scuola elementare (f)

scuola media (f)

scuola privata (f)

scuola superiore (f)

università (f)

Educazione, istruzione e formazione – in classe

astuccio (m)

banco (m)

campanella (f)

(un foglio di) carta (m)

colla (f)

dizionario (m)

gomma (f)

lavagna / lavagna interattiva multimediale (f)

libro (m)

penna (f)

quaderno (m)

righello (m)

D Il mondo del lavoro (continued)**Educazione, istruzione e formazione – materie**

biologia (f)

chimica (f)

educazione artistica (f)

educazione fisica (f)

educazione religiosa / religione (f)

fisica (f)

geografia (f)

informatica (f)

letteratura (f)

lingue straniere (fpl)

matematica (f)

musica (f)

scienze (fpl)

storia (f)

teatro (m)

Educazione, istruzione e formazione – lo studio

classe (f)

compagno di classe (m)

compiti (mpl)

domanda (f)

esame (m)

esempio (m)

esercizio (m)

istruzioni (fpl)

lezione (f)

orario (m)

progetto (m)

ricreazione (f) / intervallo (m)

risultato (m)

voto (m)

Educazione, istruzione e formazione – verbi ed espressioni

capire

chiedere

esercitarsi

essere bocciato

essere promosso

fare gli esperimenti

leggere

prendere appunti

ripassare

D Il mondo del lavoro (continued)**Educazione, istruzione e formazione – verbi ed espressioni (continued)**

rispondere

sapere

scrivere

spiegare

studiare

Il lavoro – lavori e carriera

agricoltore

architetto

assistente di volo

avvocato

cameriere

conducente/autista di autobus, tassista

dentista

dottore

falegname

fornaio, panettiere

idraulico

infermiere

ingegnere

insegnante / maestro (primaria), professore (secondaria, università)

interprete

macellaio

meccanico

muratore

parrucchiere

pilota

poliziotto

postino

segretario

soldato

traduttore

veterinario

vigile del fuoco

Il lavoro – il posto di lavoro

datore di lavoro (m)

ditta, azienda (f)

Il lavoro – il posto di lavoro (continued)

impiegato (m)

lavoro (m)

officina, bottega (f)

società, azienda (f)

stipendio (m)

ufficio (m)

Il lavoro – verbi ed espressioni

andare in pensione

disoccupato

essere licenziato

essere promosso

guadagnare

lavorare

prendersi le ferie / andare in ferie

trovare/cercare/perdere un lavoro

E Il mondo internazionale**Cultura – usanze, fede, celebrazioni**

anno nuovo (31 dic), capodanno (m)

battesimo (m)

chiesa (f)

fuochi d'artificio (mpl)

giorno festivo (m) / giornata festiva / festa nazionale (f)

messa, cerimonia religiosa (f)

Natale (m)

occasione speciale (f)

Pasqua (f)

pellegrinaggio (m)

presepio (m)

religione, fede, credenza (f)

santo (m)

tempio (m)

Cultura – verbi ed espressioni

avere fede

celebrare

credere in

essere religioso

festeggiare

5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cambridgeinternational.org/eoguide

Before you start

Previous study

We recommend that learners starting this course should have studied an Italian curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

Guided learning hours

We design Cambridge IGCSE syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable.

You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

You can enter candidates in the June exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge IGCSE (9–1) Italian (7164)
- syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge ICE at www.cambridgeinternational.org/cambridgeice

Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

Audio materials

The *Cambridge Handbook* tells you when and how to access the audio materials for each examination series. www.cambridgeinternational.org/eoguide

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to an administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at www.cambridgeinternational.org/eoguide

Retakes and carrying forward marks

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at www.cambridgeinternational.org/retakes

Candidates cannot resubmit, in whole or in part, speaking tests from a previous series for remarking.

Marks achieved in Paper 3 Speaking cannot be carried forward to future series. See the regulations for carry forward set out in the *Cambridge Handbook* at www.cambridgeinternational.org/eoguide

Language

This syllabus is available in English only. The assessment materials are in Italian.

Accessibility and equality

Syllabus and assessment design

Cambridge International works to avoid direct or indirect discrimination. We develop and design syllabuses and assessment materials to maximise inclusivity for candidates of all national, cultural or social backgrounds and candidates with protected characteristics; these protected characteristics include special educational needs and disability, religion and belief, and characteristics related to gender and identity. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make ‘reasonable adjustments’ for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

Important:

- Requested access arrangements should be based on evidence of the candidate’s barrier to assessment and should also reflect their normal way of working at school; this is in line with the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.
- Some access arrangements are not allowed in this syllabus because they affect the assessment objectives:
 - candidates are not allowed to use voice-activated software to dictate their written work
 - candidates are not allowed to use word processing technology which uses word prediction and/or phrase prompting
 - candidates are not allowed to use human readers.

Please note that we are unable to provide Braille papers for this syllabus.

After the exam

Grading and reporting

Grades A*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A* is the highest and G is the lowest. ‘Ungraded’ means that the candidate’s performance did not meet the standard required for grade G. ‘Ungraded’ is reported on the statement of results but not on the certificate.

In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- 1 to measure learning and achievement
The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.
- 2 to show likely future success
The outcomes help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful.
The outcomes help students choose the most suitable course or career.

Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge IGCSE Italian will be published after the first assessment of the syllabus in 2022.

Changes to this syllabus for 2025, 2026 and 2027

The syllabus has been updated. This is version 1, published September 2022.

You must read the whole syllabus before planning your teaching programme. We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

Any textbooks endorsed to support the syllabus for examination from 2021 are still suitable for use with this syllabus.



School feedback: ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

Feedback from: Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at info@cambridgeinternational.org with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

Cambridge Assessment International Education, The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 (0)1223 553554 email: info@cambridgeinternational.org www.cambridgeinternational.org

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