

Cambridge IGCSE™ / IGCSE (9–1) Italian 0535 / 7164 (for examination from 2028)

Specimen Speaking Test 2

Video transcript, moderator comments and marks

Test 2 - Alice

Role play – Card 3

	Video transcript	Moderator comments
Teacher/examiner	Teacher's name: Mara Bianchi, candidate number 0033. Candidate's name: Alice Jansen, candidate card number three. Date: 10 th April 2028. <i>Ciao Alice.</i>	After the 10-minute preparation time, the candidate hands in her notes to the teacher/examiner.
Candidate	<i>Ciao.</i>	The teacher/examiner welcomes the candidate to put her at ease. This is not assessed.
Teacher/examiner	<i>Come stai? Sei pronta?</i>	
Candidate	<i>Sì.</i>	
Teacher/examiner	<i>Sei in un negozio di abbigliamento con la tua amica italiana. Vuoi comprare una camicia. Parli con la tua amica italiana. Io sono la tua amica italiana. Che colore preferisci?</i>	The teacher/examiner introduces the role play scenario and starts her timer.
Candidate	<i>blu.</i>	2 marks are awarded here even with a one word answer, as the word <i>blu</i>

	Video transcript	Moderator comments
		demonstrates understanding of the situation of the role play. Role plays assess communication skills.
Teacher/examiner	<i>Quanto puoi spendere?</i>	The teacher/examiner asks the questions in the right order
Candidate	<i>Posso spendere quaranta euro.</i>	The message is clear The candidate is awarded 2 marks.
Teacher/examiner	<i>Perché vuoi comprare una camicia?</i>	The teacher/examiner asks the questions in the right order.
Candidate	<i>Voglio comprare una camicia per andare alla festa per mia nonna, al suo compleanno.</i>	The message is clear and unambiguous despite the grammatical mistake (<i>per mia nonna</i>): 2 marks. Accuracy is penalised in the role play only when the message becomes ambiguous.
Teacher/examiner	<i>Che cosa indosserai per il tuo compleanno?</i>	The teacher/examiner asks the question after making a small pause. This is useful for the candidates.
Candidate	<i>Per il mio compleanno vorrei portare un vestito, un vestito rosso.</i>	The candidate gives here a spontaneous and clear answer and is awarded 2 marks.

	Video transcript	Moderator comments
Teacher/examiner	<i>Che cosa hai comprato l'ultima volta che sei andata in un negozio?</i>	It is very good that the teacher/examiner speaks slowly, especially when the questions are rather long.
Candidate	<i>in un negozio di abbigliamento?</i>	It is interesting that the candidate asks clarifications asking this relevant question.
Teacher/examiner	<i>Sì.</i>	The teacher/examiner carries on with the flow of the conversation to support the candidate.
Candidate	<i>Penso che ho comprato un, un'altra camicia.</i>	The communication can be considered clear and 2 marks are awarded. The candidate shows a good level of spontaneity.
Teacher/examiner	<i>Grazie. Questa è la fine del gioco di ruolo.</i>	The teacher concludes the role play task.

Topic conversation 1 – Card 2

	Video transcript	Moderator comments
Teacher/examiner	<i>Sei pronta? Ora il tema è della famiglia e gli amici.</i>	Here the teacher/examiner says ‘ <i>Ora il tema è della famiglia e gli amici</i> ’. The teacher/examiner should instead say in Italian: ‘First we are going to talk about [name of the first topic]’. Mistakes like these are common but they can confuse the candidates.
Candidate	<i>Sì.</i>	The candidate answers in Italian as the exam is about to begin.
Teacher/examiner	<i>Con chi vivi?</i>	The teacher/examiner follows the order of the questions.
Candidate	<i>Io vivo con la mia famiglia, i miei genitori e mia sorella, Olivia, e mio fratello, che si chiama Louis, e con i nostri gatti, due gatti.</i>	The candidate answered providing interesting details of her family. It is important that candidates are trained to develop their answers in the conversation tasks.
Teacher/examiner	<i>Dimmi qualcosa di più dei tuoi gatti.</i>	The teacher/examiner asks an extension question.
Candidate	<i>I gatti si chiamano Kylie e Courtney come i Kardashians.</i>	This is a good answer as the candidate shows the ability to express her ideas clearly.

	Video transcript	Moderator comments
Teacher/examiner	<i>Ok. Chi cucina di solito nella tua famiglia?</i>	The teacher/examiner asks the correct question.
Candidate	<i>Di solito mia mamma cucina anche, anche io, ma non voglio apprendere a cucinare meglio.</i>	Despite the breakdown in communication (<i>ma non voglio apprendere a cucinare meglio</i>), the candidate communicates a relevant answer.
Teacher/examiner	<i>Descrivi qualcosa di bello che hai fatto con la tua famiglia questo fine settimana.</i>	The teacher/examiner asks the correct question.
Candidate	<i>Abbiamo fatto una passeggiata tutti insieme in un bosco e poi abbiamo siamo andati a un caffè, un bar per bere la cioccolata calda.</i>	The candidate answers the question using a good range of vocabulary (<i>passeggiata insieme in un bosco</i>). It is good to see repairing strategies during the conversation. When the candidate realises she made a grammatical mistake (<i>abbiamo andati</i>) and she self corrects. This is good practice.
Teacher/examiner	<i>Secondo te è importante avere dei buoni amici?</i>	The teacher/examiner asks the next question. It is important that the teacher/examiner waits for the candidate to answer before asking the second part of the question.

	Video transcript	Moderator comments
Candidate	<i>Non ho capito.</i>	The candidate asks for the question to be repeated. It is important that the candidate asks this in Italian to make sure the flow of the conversation is not interrupted.
Teacher/examiner	<i>Secondo te è importante avere dei buoni amici?</i>	The teacher/examiner follows the speaking guidelines as she repeats the question once.
Candidate	<i>Sì, è molto importante.</i>	The candidate answers briefly but uses opinions (<i>importante</i>).
Teacher/examiner	<i>Perché?</i>	The teacher/examiner encourages a fuller response by asking the second part of the question.
Candidate	<i>Perché quando sono con gli amici sono felice e non mi sento solo. E gli amici hanno la stessa età e hanno gli stessi problemi. Allora, comprendo i miei problemi.</i>	The candidate answers with spontaneity and justifying her ideas. There are a few grammatical mistakes which don't hinder communication.
Teacher/examiner	<i>Grazie Alice.</i>	The teacher/examiner concludes the first conversation. The first topic conversation lasted less than three and a half minutes so the examiner should have asked the

	Video transcript	Moderator comments
		<p>candidate up to two further questions on the same topic.</p> <p>Teacher/examiners should keep the topic conversation going for three and a half minutes to give the candidate the best chance of using a range of language and so access higher marks.</p>

Topic conversation 2 – Card 6

	Video transcript	Moderator comments
Teacher/examiner	<i>Ora passiamo alla comunicazione e tecnologia. Sei pronta?</i>	Here the teacher/examiner says ‘ <i>Ora passiamo alla comunicazione e tecnologia</i> ’. The teacher/examiner should instead say in Italian: Now we are going to talk about [name of the second topic]’. Mistakes like these are common but they can confuse the candidates.
Candidate	<i>Sì</i>	The candidate answers in Italian as the exam is about to begin.
Teacher/examiner	<i>Qual è il tuo dispositivo elettronico preferito?</i>	The teacher/examiner follows the order of the questions.
Candidate	<i>Il mio dispositivo elettronico favorito è il mio telefono.</i>	The candidate answers the question well showing a good level of spontaneity.
Teacher/examiner	<i>Quante ore al giorno passi su internet?</i>	The teacher/examiner shows empathy for the candidate as she speaks slowly.
Candidate	<i>Su internet credo forse due ore.</i>	The candidate responds well. Candidates are reminded that to reach the 13–15 level for communication in the conversation they should frequently develop their ideas, opinions and explain some answers.

	Video transcript	Moderator comments
Teacher/examiner	<i>Quando è stata l'ultima volta che hai usato internet per fare i compiti?</i>	The teacher/examiner asks the next question. Since there are two parts, the teacher asks the first part and waits for the candidate to answer.
Candidate	<i>Non capisco.</i>	The candidate sometimes finds it difficult to understand the questions and asks for the question to be repeated.
Teacher/examiner	<i>Quando hai fatto i compiti con internet, cosa hai fatto?</i>	The teacher/examiner asks an alternative question. However, the teacher should first repeat the same question. Alternative questions should be used after the question is repeated once.
Candidate	<i>Gli esercizi del mio professore della scuola, forse grammatica.</i>	The candidate answers this question with a fair grade of success. There are a few mistakes but these do not hinder clarity.
Teacher/examiner	<i>In futuro comprerai un libro elettronico o un libro di carta?</i>	The teacher/examiner asks the next question.
Candidate	<i>Non lo so i libri elettronici sono molto comodi per viaggiare perché non pesano molto e puoi importare tanti libri ma preferisco libri di carta.</i>	The candidate answers this question providing interesting ideas (<i>perché non pesano molto</i>) and justifying her ideas (<i>comodi per viaggiare</i>).

	Video transcript	Moderator comments
Teacher/examiner	<i>Perché?</i>	The teacher/examiner asks the correct question. This is the second part of the fourth question.
Candidate	<i>Non lo so. È un sentimento. E quando hai finito il libro, voglio metterlo nel .. non mi ricordo le parole.</i>	The candidate shows a good level of spontaneity, answering the question and using repairing strategies. Even when she doesn't know the word, she is using Italian to communicate.
Teacher/examiner	<i>Nella tua camera?</i>	The teacher/examiner shows empathy, supporting the flow of the conversation.
Candidate	<i>Sì.</i>	The candidate interacts well with the teacher/examiner.
Teacher/examiner	<i>Ok, quali sono i vantaggi e gli svantaggi di usare i social network?</i>	The teacher/examiner asks the fifth and final question.
Candidate	<i>Ci sono molti vantaggi, molti svantaggi. Un vantaggio è posso parlare con i miei amici anche quando non siamo insieme. E posso guardare celebrities che mi piacciono, che comprano la loro vita. È molto divertente di vedere questo. Per me un svantaggio è che passa molto tempo senza saperlo. È un poco pericoloso quando devo fare i miei compiti e anche posso molta gente dice le cose sui social media che non è vero e è difficile sapere che è vero e che non è vero.</i>	This is a very detailed and spontaneous answer which provides lots of interesting details. Despite the several mistakes (<i>un vantaggio è posso...che comprano la loro vita...divertente di vedere...pericoloso</i>) communication is unambiguous.

	Video transcript	Moderator comments
Teacher/examiner	<i>Grazie Alice.</i> This is the end of the test. Can you return the sheet? Thank you.	The teacher/examiner concludes the exam and makes sure that the candidate returns the card.

Mark scheme	What went well / Even better if ...	Mark awarded
Role play – Task 1	The message is clear. Even one word answer can be enough to be awarded 2 marks as long as communication is clear and unambiguous.	2 out of 2
Role play – Task 2	The candidate is awarded 2 marks since the message is clear.	2 out of 2
Role play – Task 3	This is a very good answer, despite some grammatical errors.	2 out of 2
Role play – Task 4	This is a very good answer.	2 out of 2
Role play – Task 5	It is nice to see how the candidate uses repairing strategies to ask for clarification.	2 out of 2
Communication	The candidate demonstrates overall good communication skills. The candidate responds well to some questions and requires occasional repetition of questions. However, sometimes the candidate's answers are brief. The candidate sometimes develops opinions and gives reasons or justifies her ideas.	11 out of 15
Quality of Language	The candidate shows a good quality of language. The candidate uses a good range of the structures listed in the syllabus. The candidate's pronunciation and fluency are also good.	11 out of 15
Total mark awarded = 32 out of 40		