



**L-Università  
ta' Malta**

**MATSEC  
Examinations Board**



## **SEC 20 Syllabus**

**Italian**

**2026**

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# Introduction

This syllabus is based on the curriculum principles outlined in *The National Curriculum Framework for All* (NCF) which was translated into law in 2012 and designed using the *Learning Outcomes Framework* that identify what students should know and be able to achieve by the end of their compulsory education.

As a learning outcomes-based syllabus, it addresses the holistic development of all learners and advocates a quality education for all as part of a coherent strategy for lifelong learning. It ensures that all children can obtain the necessary skills and attitudes to be future active citizens and to succeed at work and in society irrespective of socio-economic, cultural, racial, ethnic, religious, gender and sexual status. This syllabus provides equitable opportunities for all learners to achieve educational outcomes at the end of their schooling which will enable them to participate in lifelong and adult learning, reduce the high incidence of early school leaving and ensure that all learners attain key twenty-first century competences.

This programme also embeds learning outcomes related to cross-curricular themes, namely digital literacy; diversity; entrepreneurship creativity and innovation; sustainable development; learning to learn and cooperative learning and literacy. In this way students will be fully equipped with the skills, knowledge, attitudes and values needed to further learning, work, life and citizenship.

## What is the subject? Give a general definition.

The study of languages enriches the mind and provides opportunities and challenges of the rapidly changing world. The **Italian** syllabus covers and gives equal importance to the four main language skills namely listening, speaking, reading and writing. The main focus lies on the development of communicative language competences and communicative strategies.

Italian is one of those languages which is spoken all around the world. It is considered as one of the major languages for international communication. Therefore, the study of the Italian language opens doors for the international job market.

## What does a study of the subject entail?

This subject is based on eight learning outcomes. All outcomes are distributed amongst the four skills, each having a number of criteria covering level 1, 2 and 3. Each scholastic year shall cover various criteria from all levels. SEC Italian as a foreign language entails the development of the ability to communicate in both speaking and writing. It also requires that learners develop the skill to listen to and understand spoken Italian and to read and understand different text types.

All tasks including texts and other resources are based on familiar topics as indicated in the list of themes as shown in Appendix 4. They include language that is regularly encountered in learners' immediate environments as well as in situations that are likely to be encountered in areas where the target language is spoken.

## How is the subject related to candidates' lives, to Malta, and/or to the world?

The teaching and learning of Italian as a foreign language is "necessary in light of the political, geographical and historical context of the Maltese Islands and the EU's emphasis on language learning and multilingualism." (NCF p. 52).

Foreign language study entails learning how to truly communicate and connect with others. The study of a foreign language gives the individual a true opportunity of finding a job in Malta and abroad. It provides broader access to education and information.

Learning a foreign language means that the individual apart from learning the linguistic component, will be also exposed to new cultures. It gives the opportunity to meet new and interesting people and developing lifelong friendships.

The aspirational programme learning outcomes for this subject are:

**At the end of the programme, I can:**

1. develop the ability to use the language effectively for purposes of practical communication: this entails the development of the four basic skills and of a sound linguistic competence;
2. develop the ability to use learning strategies (learning how to learn) and to evaluate one's own learning: this entails fostering positive attitudes towards study, work and leisure;
3. offer insights into culture and civilisation in order to develop linguistic competencies and to foster respect for others;
4. contribute to the cognitive and affective development of the individual and enhance self-esteem;
5. provide enjoyment and develop interest towards Italian while stimulating one's intellectual abilities.

## List of Learning Outcomes

**At the end of the programme, I can:**

- LO 1. talk about a familiar subject provided I can prepare beforehand.
- LO 2. express personal opinions and exchange information on familiar subjects and matters related to everyday life.
- LO 3. react to a situation verbally (accept, refuse, agree, disagree, apologise, thank, propose, confirm etc.)
- LO 4. read straightforward factual texts on familiar subjects, identifying gist and extracting specific information.
- LO 5. understand straightforward factual information about familiar subjects provided speech is clearly articulated in a standard accent.
- LO 6. write on a range of familiar subjects.
- LO 7. communicate in writing to ask for and convey information on familiar subjects in emails, notes, messages, etc.
- LO 8. react to a situation in writing (accept, refuse, apologise, thank, propose, confirm etc.)

## List of Subject Foci

1. Speaking
2. Writing
3. Listening
4. Reading

## Programme Level Descriptors

This syllabus sets out the content and assessment arrangements for the award of Secondary Education Certificate in **ITALIAN** at Level 1, 2 or 3. First teaching of this programme begins in September 2022. First award certificates will be issued in 2025.

The following refers to the qualification levels that can be obtained by candidates sitting for SEC examinations. These are generic statements that describe the depth and complexity of each level of study required to achieve an award at Level 1, 2 or 3 in Italian. (Level 1 being the lowest and level 3 the highest).

### **Level 1**

At the end of the programme the candidate will have obtained basic knowledge, skills and competences in the subject such as basic repetitive communication skills and the ability to follow basic, simple instructions to complete tasks. Support is embedded within the task.

### **Level 2**

At the end of the programme the candidate will have obtained good knowledge, skills and competence in the subject such as the interpretation of given information and ideas. The candidate will have developed the ability to carry out complex tasks. Limited support may be embedded within the task.

### **Level 3**

At the end of the programme the candidate will autonomously apply knowledge and skills to a variety of complex tasks. Candidates will utilise critical thinking skills to analyse, evaluate and reflect upon their own work and that of others. Problem solving tasks may be part of the assessment process.

# Learning Outcomes and Assessment Criteria

Subject Focus:	Spoken production		
Learning Outcome 1:	I can talk about a familiar subject provided I can prepare beforehand.		
Paper II			
Assessment Criteria (LEVEL 1)		Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
1.1a I can utter basic, brief, mostly intelligible phrases on prescribed topic.		1.2a I can talk about a prescribed topic, by clearly developing a number of marks.	1.3a I can talk about a prescribed topic by presenting ideas in a clear and linear manner.  1.3ai I can talk about a prescribed topic giving details.
1.1b I can express likes or dislikes about a familiar topic.		1.2b I can give a reason/reasons to explain my opinion about a familiar topic.	1.3b I can justify my views on a familiar topic.
1.1c I can present some basic points about a topic, which may not be linear.		1.2c I can build coherence of most parts of a presentation through sequencing of ideas.	1.3c I can generally ensure coherence through clearly related reference to a familiar topic.
1.1d I can use basic language with simple linguistic structures.		1.2d I can use simple, often correct phrasal structures.	1.3d I can use generally correct language with some complex phrasal structures.
1.1e I can use elementary and often repetitive vocabulary.		1.2e I can use high-frequency vocabulary.	1.3e I can use common vocabulary with some varied terms and/or expressions.
1.1f I can talk (with support) about events and situations in the present.		1.2f I can talk (with limited support) about past and/or future events and/or situations.	1.3f I can use expressions of time related to the past, present and future in a linear sequence of marks.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
1.1g I can demonstrate limited target-language pronunciation and intonation.	1.2g I can demonstrate acceptable target-language pronunciation and intonation.	1.3g I can demonstrate generally good target-language pronunciation and intonation.

\* Assessment criteria "f" outlined in Learning Outcome 1 (Spoken - Production) are to be applied also to Learning Outcomes 2 and 3 (Spoken – Interaction).

<b>Subject Focus:</b>	<b>Spoken Interaction</b>
<b>Learning Outcome 2:</b>	I can express personal opinions and exchange information on familiar subjects and matters related to everyday life.
<b>Paper II</b>	

<b>Assessment Criteria (LEVEL 1)</b>	<b>Assessment Criteria (LEVEL 2)</b>	<b>Assessment Criteria (LEVEL 3)</b>
2.1a I can use, with prompts, simple phrases and/or simple sentences to communicate about familiar subjects.	2.2a I can maintain simple conversations.	2.3a I can maintain conversations by asking and answering questions.  2.3ai I can, of my own accord, start a conversation by asking questions.
	2.2b I can, with prompts, exchange information by asking and answering questions and making suggestions.	2.3b I can exchange information by suggesting alternatives and explain preferences.  2.3bi I can suggest and compare alternatives.
2.1c I can say what I like and/or dislike using a limited range of expressions, when addressed clearly, slowly and directly.	2.2c I can give my opinion about familiar subjects in everyday situations.	2.3c I can give a reason/s for my opinion/s about familiar subjects.
2.1d I can, with prompts, use basic phrases to take part in very short social exchanges.	2.2d I can, with prompts, take part in very short social exchanges.	2.3d I take part in social exchanges carried out in clearly articulated speech.

Subject Focus:	Spoken Interaction	
Learning Outcome 3:	I can react to a situation verbally (accept, refuse, agree, disagree, apologise, thank, propose, confirm etc.)	
Paper II		
Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
3.1a I can, with prompts, react to a situation by accepting and/or declining using simple words and/or simple phrases when addressed clearly, slowly and directly.	3.2a I can react to a situation by accepting and/or declining by using simple phrases and/or sentences.	3.3a I can react to a situation by accepting and/or declining and giving a justification.
	3.2b I can make a proposal in a simple way by making suggestions and/or asking for a reply.	3.3b I can suggest an alternative proposal, giving reasons.
3.1c I can, with prompts, ask and/or react to basic questions related to the situation at hand.	3.2c I can, with prompts, react and express my opinions related to the situation at hand.	3.3c I can briefly justify my reactions related to the situation at hand.
3.1d I can express in simple phrases my feelings and/or opinions on a familiar topic.	3.2d I can express my feelings and/or opinions, giving reasons.	3.3d I can justify my thoughts/opinions and/or emotions.
	3.2e I can compare things and/or people using simple language.	3.3e I can make comparisons between situations and/or events.
3.1f I can agree or disagree by saying yes or no.	3.2f I can agree or disagree with others using fixed phrases.	
3.1g I can ask for repetition if necessary.	3.2g I can ask for clarification if necessary, by using simple questions and/or basic phrases.	3.3g I can ask for further information as necessary by probing the interlocutor.

Subject Focus:	Reading	
Learning Outcome 4	I can read straightforward factual texts on familiar subjects, identifying gist and extracting specific information.	
Paper I and Paper II		
Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
4.1a I can find familiar names, words or basic information in simple text/s.	4.2a I can find specific information in text/s.	4.3a I can find information in longer, detailed text/s on familiar topics.
	4.2b I can identify others' views/opinions/preferences in text/s.	4.3b I can distinguish between others' views/opinions/preferences in text/s.
		4.3c I can follow the line of argument in a simple text, identifying different marks of view.
4.1d I can answer basic referential questions on simple text/s.	4.2d I can answer referential questions on text/s.	
4.1e I can identify the main topic/theme in simple text/s.	4.2e I can identify the main topics/themes in more detailed text/s.	4.3e I can identify the sub topics/themes in text/s.
4.1f I can follow very simple instructions.	4.2f I can follow straightforward instructions and/or directions.	4.3f I can follow detailed instructions and/or directions.
		4.3g I can skim briefly through text/s for information.

\* Texts in reading may include timetables, postcards, adverts, flyers, brochures, correspondence, online content, articles, recipes, instructions/directions, etc.

Subject Focus:	Listening	
Learning Outcome 5: Paper I and Paper II	I can understand straightforward factual information about familiar subjects provided speech is clearly articulated in a standard accent.	
Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
5.1a I can identify basic general information in simple texts* delivered in slow and clear speech with long pauses to assimilate meaning.	5.2a I can identify general information in simple texts provided speech is slowly articulated.	5.3a I can identify the general information of short texts delivered at standard speed.
5.1b I can follow slow, clearly articulated conversations/talks by other speakers who are using basic vocabulary.		5.3b I can follow in outline clearly articulated conversations/talks by other speakers on familiar topics.
	5.2c I can identify others' views/opinions/preferences in text/s.	5.3c I can distinguish between others' views/opinions/preferences in text/s.
5.1d I can identify basic words and simple phrases provided there are pauses for assimilation of meaning and speech is clearly and slowly articulated.	5.2d I can identify phrases and connected sentences provided speech is slowly articulated.	5.3d I can identify straightforward factual information provided speech is clearly articulated in a standard accent.
5.1e I can identify basic details in simple texts provided speech is clearly and slowly articulated.	5.2e I can identify basic specific details in simple texts provided speech is clearly and slowly articulated.	5.3e I can identify specific details in short texts delivered at standard speed.
5.1f I can follow very simple instructions.	5.2f I can follow straightforward instructions and/or directions.	5.3f I can follow detailed instructions and/or directions.

Subject Focus:	Writing – Production	
Learning Outcome 6:	I can write on a range of familiar subjects.	
Paper I and Paper II		
Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
6.1a I can write a short simple text by using basic sentence structure and by linking words or groups of words with basic linear connectors. e.g. 'and', 'but'.	6.2a I can write a short, simple text by using some connected sentences. e.g. 'because', 'then'.	6.3a I can write short cohesive text/texts or paragraph/paragraphs in a linear sequence using a series of connected sentences.
6.1b I can give my opinion using basic phrases and/or sentences.	6.2b I can express my opinion giving one reason.	6.3b I can justify my opinion giving more than one reason.
6.1c I can use basic vocabulary specific to the context.	6.2c I can use a limited range of vocabulary specific to the context.	6.3c I can make use of a good range of vocabulary specific to the context.
6.1d I can write words or phrases by spelling basic common words.	6.2d I can write simple sentences by spelling most high frequency words and common words.	6.3d I can spell high frequency words and most words.
6.1e I can make use of basic language structures with basic control of agreement.	6.2e I can make use of simple language structures with some control of agreement.	6.3e I can generally make use of language structures with good control of agreement.
6.1f I can make use of very basic punctuation. e. g. Capital letters, full stops, question marks.	6.2f I can make use of basic punctuation. e. g. Comma, exclamation marks.	6.3f I can make use of punctuation which is accurate enough for a text to be followed most of the time.
6.1g I can use a limited number of grammatical structures, which may not be entirely accurate.	6.2g I can use grammatical structures with limitations in accuracy.	6.3g I can use generally accurate grammatical structures, which may be complex to some degree.

Subject Focus:	Writing – Interaction		
Learning Outcome 7:	I can communicate in writing to ask for and convey information on familiar subjects in emails, notes, messages, etc.		
Paper I and Paper II			
Assessment Criteria (LEVEL 1)		Assessment Criteria (LEVEL 2)	Assessment Criteria LEVEL (3)
7.1a I can express in simple phrases my feelings and/or opinions on a familiar topic.		7.2a I can express my feelings and/or opinions, giving one reason.	7.3a I can justify my thoughts/opinions and/or emotions, giving more than one reason.
7.1b I can write about an everyday situation in the present using simple phrases.		7.2b I can describe briefly an experience/event.	7.3b I can develop relatively brief descriptions/situations moving through a logical sequence of events.
7.1c I can ask for and/or pass on information in written form using short phrases/sentences on personal matters.		7.2c I can ask for and/or pass on information in written form using connected sentences.	7.3c I can ask and/or answer questions in order to clarify something or to give information in writing.
7.1d I can use a limited range of vocabulary, which may be repetitive to some extent.		7.2d I can use vocabulary which is generally appropriate to the task, with some attempt at variety.	7.3d I can use a variety of mostly appropriate vocabulary.
7.1e I can make use of informal register in my writing.			7.3e I can make use of very limited formal register in my writing.

Subject Focus:	Writing – Interaction	
Learning Outcome 8:	I can react to a situation in writing (accept, refuse, apologise, thank, propose, confirm etc.)	
Paper I and Paper II		
Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
8.1a I can accept or refuse a situation by using simple words and/or simple phrases.	8.2a I can make a proposal in a simple way by making suggestions and/or asking for a reply.	8.3a I can suggest an alternative proposal, giving more than one reason.
	8.2b I can give a reason for accepting/refusing.	8.3b I can justify my acceptance/refusal.
8.1c I can express gratitude and/or apology using basic, standard phrases.		8.3c I can express gratitude and/or apology by briefly explaining my thoughts and feelings.
	8.2d I can make simple requests for clarification.	8.3d I can check and confirm information.
8.1e I can give/ask for simple information/personal details.	8.2e I can give/ask for information of immediate relevance with some detail.	8.3e I can give/ask for information about experiences, feelings and/or events with reasonable precision.
		8.3f I can explain and/or describe experiences, feelings and/or events in some detail.
	8.2g I can convey basic information about a familiar experience in the past.	8.3g I can recount and/or report information about a past event/situation.

\* Assessment criteria "c", "e", "f" and "g" outlined in Learning Outcome 6 (Writing – Production) refer to writing communicative texts are to be applied also to Learning Outcomes 7 and 8 (Writing – Interaction)

# Scheme of Assessment

## School candidates

The assessment consists of Paper I and Paper 2. Paper I consists of unmoderated school-based assessment (SBA) that is to be set and assessed by the school. Paper II consists of a controlled assessment that will take place at the end of the three-year programme.

**School-based assessment (SBA):** is any type of assessment of a candidate made by the school relevant to the respective SEC syllabus contributing to the final level awarded in the subject.

**Controlled assessment:** is comprised of a two-hour written exam and a 5-7-minute oral examination, plus 5 minutes preparation time, set at the end of the programme and differentiated between two tiers:

- a. Levels 1 and 2;
- b. Levels 2 and 3.

Candidates are to satisfy the examiner in Paper I and Paper II to obtain a level higher than 1.

## **Paper I - School Based Assessment: (30% of the total marks)**

The school-based assessment shall be marked out of 100 each year (9, 10 and 11). The assessment for each year will contribute to 10% of the overall mark and will be reported to MATSEC by the school in Year 11. Therefore, each year will equally contribute to the final mark of the school-based assessment. The school-based assessment shall reflect the MATSEC syllabus covered in Year 9, Year 10 and Year 11.

School-based assessment can be pegged at either of two categories:

- SBA at categories 1-2 must identify assessment criteria from these two levels. It is suggested that ACs are weighted at a ratio of 40% at Level 1 and 60% at Level 2.
- SBA at categories 1-2-3 must identify assessment criteria from each of Levels 1, 2, and 3. It is suggested that ACs are weighted at a ratio of 30% at each of Levels 1 and 2, and 40% at Level 3.

The mark for SBA at level categories 1-2 presented for a qualification at level categories 2-3 will be calculated to 60% of the original mark. The mark stands in all other cases.

## **Paper II - Controlled Assessment (70% of the total mark)**

### **Written Examination (100 marks; 2 hours)**

#### **Controlled Assessment will:**

- cover all learning outcomes including all learning outcomes which are not indicated to be covered through SBA;
- be marked out of 100.

Details about the controlled assessment can be found in the Appendix.

### Private Candidates

Private candidates will not be expected to carry out any school-based assessment as school candidates. Instead, private candidates need to sit for another Controlled paper as an alternative to the school-based assessment. Private candidates will be assessed through the means of **TWO** Controlled papers, one of which is common with school candidates.

#### **Paper I – Controlled Assessment - Private Candidates Only (30% of the total mark)**

##### **Written Examination (60 marks; 1 hour written)**

Paper I for private candidates shall be a controlled assessment assessing levels 1, 2 and 3 as described in the respective syllabus and set and marked by MATSEC. It shall mainly focus on the learning outcomes marked in the respective syllabi as suggested for school-based assessment.

Learning outcomes with assessment criteria in the psychomotor domain can be assessed by asking questions in pen-and-paper format seeking understanding of the activity.

It is comprised of a written paper of a maximum duration of two-hours assessing levels 1, 2 and 3.

##### **Controlled Assessment will:**

- be marked out of 45.

#### **Paper II is common with school candidates.**

# Appendices

## Appendix 1: CONTROLLED ASSESSMENT

Skill	Levels 1-2	Levels 2-3
<b>SPEAKING</b> <b>25 marks</b>	<p><b>40% Level 1 + 60% Level 2</b></p> <p>Duration of Exam: <b>5-7 minutes</b> Preparation Time: 5 minutes for tasks 1, 2, 3 Number of exercises: <b>3</b></p>	<p><b>40% Level 2 + 60% Level 3</b></p> <p>Duration of Exam: <b>5-7 minutes</b> Preparation Time: 5 minutes for tasks 1, 2, 3 Number of exercises: <b>3</b></p>
	<p>Task 1 (5 marks) <b>Self-presentation.</b> Candidates to choose 4 questions/prompts from the candidate's paper. NO interaction needed; however, prompting may be required. (1 min)</p> <p>Task 2 (10 marks) <b>Personal experience with picture prompt OR Picture comparison.</b> Five prompting questions (past and present). Clear Rubric and prompts according to level. (2 min)</p> <p>Task 3 (10 marks) <b>Role play</b>, which may include 'planning something together' <b>OR</b> <b>Discussing/answering questions</b> about a topic with or without visual aids. (2-3 min)</p> <p>3 papers: Examiners' sheet, Candidates' paper, Corridor sheet.</p> <p>Each of the 3 parts may include visuals</p> <p>Themes for speaking to be drawn from syllabus list of themes.</p>	<p>Task 1 (5 marks) <b>Self-presentation.</b> Candidates to choose 4 questions/prompts from a set of questions/prompts. NO interaction needed; however, prompting may be required. (1 min)</p> <p>Task 2 (10 marks) <b>Personal experience with picture prompt OR Picture comparison.</b> Five prompting questions (past, present and future). Clear Rubric and prompts according to level. (2 min)</p> <p>Task 3 (10 marks) <b>Role play</b>, which may include 'planning something together' <b>OR</b> <b>Discussing/answering questions</b> about a topic with or without visual aids. (2-3 min)</p> <p>3 papers: Examiners' sheet, Candidates' paper, Corridor sheet.</p> <p>Each of the 3 parts may include visuals</p> <p>Themes for speaking to be drawn from syllabus list of themes.</p>
<b>LISTENING</b> <b>25 marks</b>	<p>Duration: <b>40 minutes</b> Number of words in all texts: <b>450-600</b> Number of texts**: <b>3-4</b> Number of items: <b>20-25</b></p> <p>½, 1, 2 marks may be used Person/s conducting the recording may be a native speaker.</p>	<p>Duration: <b>40 minutes</b> Number of words in all texts: <b>550-700</b> Number of texts **: <b>3-4</b> Number of items: <b>20-25</b></p> <p>½, 1, 2 marks may be used Person/s conducting the recording may be a native speaker.</p>
<b>READING</b> <b>25 marks</b>	<p>Duration: <b>40 minutes</b> Number of tasks: <b>3-4</b> Number of words in all texts: <b>450-600</b> May contain visuals Number of items: <b>20-25</b></p>	<p>Duration: <b>40 minutes</b> Number of tasks: <b>3-4</b> Number of words in all texts: <b>550-700</b> May contain visuals Number of items: <b>20-25</b></p>

	<p><math>\frac{1}{2}</math>, 1, 2 marks may be used</p> <p>In each task there may be more than one text.</p>	<p><math>\frac{1}{2}</math>, 1, 2 marks may be used</p> <p>In each task there may be more than one text.</p>
<b>READING and LISTENING question typologies</b>	<p>Type of questions for READING and LISTENING <b>may</b> include the following close-ended items (one item is equivalent to one answer):</p> <ol style="list-style-type: none"> <li>1. Multiple choice questions with 3 options to choose from;</li> <li>2. Matching;</li> <li>3. Sequencing;</li> <li>4. Choosing the correct sentences which contain information present in the text/picture. Distractors should total one less than the number of correct sentences required.</li> <li>5. Single words or phrases in answers.</li> <li>6. Fill in grid.</li> <li>7. True/False and referential answer to justify. Justification can be in multiple choice or one-word answer (1 item). <b>Applies to READING ONLY.</b></li> </ol> <p>Multiple question typologies <b>may</b> be used in one task. An example can be provided for each of the typologies in the exam. Tasks <b>may</b> contain distractors.</p>	
<b>WRITING 25 marks</b>	<p>Duration: <b>40 minutes</b></p> <p>Task 1 – <b>30-40</b> (rubric to provide 3 points)* Task 2 – <b>80-100</b> (rubric to provide 4 points)* Total range of words: <b>110-140</b> Number of tasks: <b>2</b></p> <p>Both tasks should be communicative (sms, letter, chat/dialogue, email, write/reply to an invitation, review, instructions/directions, announcement, advert etc.)</p> <p>* Unless rubric states otherwise, candidates may opt to follow or to develop their own points as long as task is addressed. <b>1 title only for each task</b></p>	

<b>READING/LISTENING Controlled papers distribution – TYPE 1</b>	
<p>Level 1-2</p> <p>Total marks 25 Number of items: 20-25 Number of tasks: 3 Task 1 –Level 1 40% (10) Task 2 –Level 2 30% (7) Task 3 –Level 2 30% (8)</p>	<p>Level 2-3</p> <p>Total marks 25 Number of items: 20-25 Number of tasks: 3 Task 1 –Level 2 40% (10) Task 2 –Level 3 30% (7) Task 3 –Level 3 30% (8)</p>

**OR**

<b>READING/LISTENING Controlled papers distribution – TYPE 2</b>	
Level 1-2	Level 2-3
Total marks 25	Total marks 25
Number of items: 20-25	Number of items: 20-25
Number of tasks: 4	Number of tasks: 4
Task 1 –Level 1 20% (5)	Task 1 –Level 2 20% (5)
Task 2 –Level 1 20% (5)	Task 2 –Level 2 20% (5)
Task 3 –Level 2 30% (7)	Task 3 –Level 3 30% (7)
Task 4 –Level 2 30% (8)	Task 4 –Level 3 30% (8)

## Appendix 2: CONTROLLED ASSESSMENT – PRIVATE CANDIDATES

Skill	Level 1-2-3 30%-30%-40%
<b>LISTENING</b> <b>15 marks</b>	<b>Duration: 20 minutes</b> <b>Number of words: 250-350</b>  Number of texts** : 2 (15 marks) Number of items: 10-14 Extra Task 1 – 5 marks (4 marks Level 1, 1 mark Level 2) Extra Task 2 – 10 marks (4 marks Level 2, 6 marks Level 3) Same exercise bank as reading ½, 1, 2 marks may be used  Person/s conducting the recording may be a native speaker.
<b>READING</b> <b>15 marks</b>	<b>Duration: 20 minutes</b> <b>Number of words: 250-350</b>  Number of texts** : 2 (15 marks) Number of items: 10-14 Extra Task 1 – 5 marks (4 marks Level 1, 1 mark Level 2) Extra Task 2 – 10 marks (4 marks Level 2, 6 marks Level 3) Same exercise bank as reading ½, 1, 2 marks may be used  In each task there may be more than one text.
<b>READING and LISTENING</b> <b>question typologies</b>	<b>Type of questions for READING and LISTENING may include the following close-ended items (one item is equivalent to one answer):</b>  1. Multiple choice questions with 3 options to choose from; 2. Matching; 3. Sequencing; 4. Choosing the correct sentences which contain information present in the text/picture. Distractors should total one less than the number of correct sentences required. 5. Single words or phrases in answers. 6. Fill in grid. 7. *True/False and referential answer to justify. Justification can be in multiple choice or one-word answer (1 item) applies to READING ONLY  Multiple question typologies may be used in one task. An example can be provided for each of the typologies in the exam. Tasks may contain distractors.
<b>WRITING</b> <b>15 marks</b>	<b>Duration: 20 minutes</b> <b>Number of words: 80-110</b> <b>Number of tasks: 1 (15 marks)</b>  Task should be communicative (letter, chat, email, write/reply to an invitation, review, instructions/directions, announcement, advert) 1 title only is given for the task 3-4 points given in the title

### Appendix 3: Themes

Sociocultural knowledge is to be embedded in teaching and learning. Candidates will **not** be assessed on cultural content knowledge.

Candidates are expected to be able to express themselves and understand others on the matters related to:

- 1 **Greetings:** greet people according to time of day, use formal and informal greetings, thank others, accept, refuse.
- 2 **Myself and others (Myself, Family, Pets, Friends, People):** Say who they are, spell their names, state their address, give their telephone number, say when and where they were born, state their age, sex, and nationality, speak of their family and their relatives, state their likes and dislikes, say what other people are like (physical and character description), refer to personal relations (family, friend, boy/girlfriend, acquaintance, stranger), participate in social life, deal with matters of correspondence, talk/describe pets. They are also to elicit / understand similar information from other people they meet (this includes jobs and professions).
- 3 **Leisure, hobbies and interests:** Say when they are free and what they do in their spare time with reference to indoor and outdoor hobbies and interests, entertainment and private pursuits, music, TV, gadgets, cinema, sports, reading and youth groups, express preferences, comparisons.
- 4 **Time and Calendar (Days of the week, Weather and Seasons, Months, Time, Feasts and Celebrations):** Describe their daily routines, at home and at school. Describe some events in the present and in the past, tell/ask for the time, talk about the weather and refer to a weather forecast, climate and weather conditions.
- 5 **Places (my environment) Home, School, Towns and Villages, Natural environment:** Describe a house or a flat, the rooms in it and their contents. Describe a town or village. Ask the way and give directions (location, relative position, distance, direction, traffic and road signs). Refer to the school environment and to educational matters, school subjects etc. Describe the natural environment (including plants and animals). Ask information at counters (tickets, post office, tourist office etc.).
- 6 **Environmental awareness:** provide brief information about environmental issues (pollution, animal protection, energy saving, recycling, etc.).
- 7 **Travel (Daily commute, transport, holiday, destinations):** Use and refer to means of transport; travel by road, rail, sea and air for holiday purposes (includes the basic vocabulary necessary in hotels, luggage, entering and leaving a country, travel documents, airports, bus/train stations, sea ports).
- 8 **Food and drink:** Refer to and order various kinds of food and beverages in a café, a restaurant, etc. express preferences, dislikes, interact with others.
- 9 **Healthy living/lifestyle (Physical exercise, at the clinic/hospital, parts of the body):** Refer to personal matters, stating whether they feel well, are hungry, tired, etc. Refer to matters of personal hygiene, matters of health, illness medicine and remedies, talk with professionals in the field. Make reference to a healthy lifestyle in relation to food, fitness, stay away from addictions.

- 10 **Use of Media and Technology:** Refer to the use of various devices including the home computer/s, laptops, tablets, smartphones and other digital devices, etc. Refer to them briefly, indicating which ones they use most frequently for various purposes, at home, at school, with friends, etc. Refer to the use of social networks, and discuss their advantages and disadvantages.
- 11 **Shops and Shopping (Dealing with money, Weights, measures, sizes):** Make use of shopping facilities and retail outlets particularly buying foodstuffs, clothes, household articles, etc. Interacting with others, refer to the basic vocabulary regarding payments, weights, measures.
- 12 **Work and Job related matters:** Refer to vocabulary related to jobs and professions, talk about skills, studies, qualifications required, talk about a desired job, summer job, ask others about future jobs.

## Appendix 4: Language Content

Below is a list of grammatical aspects for Levels 1-2-3.

- The notions marked with an asterisk (\*) are for **Level 3 only** and candidates **are expected** to know how to apply them in Speaking and/or Writing.
- The notions marked with an (R) require  and apply to **Level 3 only**. Candidates **are not expected** to produce them in Speaking and/or Writing. The notions are mainly required to better understand and improve one's language competence.
- All the notions marked (\*) and (R) may feature in Listening and Reading texts.

### 1.1 Alfabeto, punteggiatura e ortografia

L'Alfabeto, punteggiatura, uso delle maiuscole.

Regole ortografiche basiche (es. l'uso dell'*h* nelle sillabe *chi, che, ghi, ghe*; della *i* nelle sillabe *cio, cia, gio, gia*, ecc; l'uso del trigramma *gli* e del digramma *gn* [in parole come *famiglia, campagna*, ecc]; distinzione tra *a/ha, o/ho*, ecc.), l'elisione.

L'accento grafico.

### 1.2 Nomi, articoli, preposizioni e congiunzioni

Nome: femminile e maschile, singolare e plurale (compresi quelli irregolari più comuni).

Articolo determinativo e indeterminativo.

Preposizioni semplici e articolate, locuzioni preposizionali di luogo.

Le congiunzioni di uso comune (*e, ma, o, perché, quando, se*, ecc.)

Nomi alterati diminutivi.

Nomi alterati accrescitivi.

(R) Nomi alterati peggiorativi.

### 1.3 Aggettivi e avverbi

Aggettivi qualificativi e determinativi: uso, formazione di e posizione; indefiniti, dimostrativi, interrogativi, possessivi (compreso l'uso con nomi di parentela), numerali.

Avverbi: uso, formazione e posizione.

Di modo, di tempo, di luogo, di giudizio, di quantità, interrogativi.

Gradi dell'aggettivo e dell'avverbio: comparativo dell'aggettivo e dell'avverbio. Gradi comparativi di maggioranza, minoranza e uguaglianza (comprese le forme irregolari più usate).

Superlativo assoluto e relativo.

Aggettivi alterati diminutivi

Aggettivi alterati accrescittivi

(R) Aggettivi alterati peggiorativi

#### **1.4 Verbi**

Infinito.

Indicativo:

Presente

Passato prossimo

Futuro semplice

Imperfetto

(R) Trapassato prossimo

(R) Futuro anteriore

Participio passato.

Accordo del participio passato con l'oggetto.

(\*) Uso del passato prossimo e dell'imperfetto.

Condizionale semplice nella forma di cortesia – potrei, vorrei ecc.

(\*) Condizionale semplice

(R) Condizionale composto

(\*) Forma perifrastica: stare per + infinito.

Stare + Gerundio.

Imperativo e imperativo negativo.

Imperativo con pronomi (tu, voi).

(\*) Imperativo con pronomi (Lei).

La forma impersonale

Verbi modali *dovere, volere, potere* ai tempi e ai modi elencati sopra

Verbo piacere/dispiacere

(\*) Congiuntivo presente – verbi andare, avere, essere, fare, stare

(R) Congiuntivo presente – verbi regolari e verbi irregolari

(R) Congiuntivo passato e imperfetto.

(R) Infinito in funzione di imperativo.

Periodo ipotetico con il presente e il futuro.

(R) Periodo ipotetico con l'imperfetto.

(R) Periodo ipotetico con il congiuntivo imperfetto.

## **1.5 Pronomi e particelle**

*Ci, vi, ne* nei vari usi.

Pronomi personali soggetto (*io, tu, lui, lei, noi, voi, loro*).

Pronomi possessivi.

Pronomi dimostrativi *questo, quello* (anche al femminile e al plurale).

Pronomi interrogativi *quale, quanto* (anche al femminile e al plurale; *chi, che, cosa*).

(\*) Pronomi relativi *che, cui e chi*.

Pronomi indefiniti di uso comune

Pronomi riflessivi

Pronomi diretti e indiretti.

(\*) Pronomi combinati.

## **1.6 Registri**

Forma di cortesia: l'uso del tu e del Lei

## **Appendix 5: Glossary**

### **LO 2**

2.2a I can, maintain simple conversations.

\*with prompts in level 2 means that conversation carries on with the help of the interlocutor.

### **LO 3**

3.2a I can react to a situation by accepting and/or declining by using simple phrases and/or sentences.

\*with prompts in level 2 refers to: is able to continue conversation with the help of the interlocutor.