

Pearson Edexcel Level 3 GCE

Italian

Advanced Subsidiary

Paper 3: Speaking

General instructions to the teacher-examiner

Summer 2018

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8IN0/03

You do not need any other materials.

Instructions

- The examination consists of two tasks.
- The tasks must be conducted in consecutive order.
- Timing for the speaking assessment:
 - Task 1: 7 to 9 minutes (recommended)
 - Task 2: 5 to 6 minutes (recommended)
 - total assessment time: 27 to 30 minutes, (12 to 15 minutes of speaking plus 15 minutes' preparation time for both tasks).
- Recommended timings have been given for each task to enable the student to complete each one in sufficient time to access the full range of assessment criteria for both tasks.
- The preparation time **must** be supervised. It must take place outside of the room with an invigilator. The preparation time must be immediately before the examination time.
- Candidates can make notes during the preparation time of up to a maximum of one side of A4 paper for **both** tasks.
- Candidates may refer to their notes during the assessment.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary, or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimulus at the end of the assessment.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is your responsibility to cover all parts of each task to ensure that the candidate has the opportunity to access all parts of the marking criteria.
- It is the invigilator's responsibility to inform candidates of the two sub-themes from which they can make their choice for Task 2, and for giving them the correct stimulus card based on that choice.

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Task 1

- Task 1 is recommended to last from 7 to 9 minutes.
- The candidate is provided with a stimulus card, following the sequence outlined by Pearson (see sequencing grid in this document), with two texts based on Theme 1.
- During this time:
 - you must ask the four compulsory questions in the order they are written; questions may be repeated, but rephrasing is not allowed.
 - you must ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task. These questions should allow the candidate to demonstrate understanding of the cultural and social context by expressing relevant ideas and opinions, and providing relevant exemplification/information. To support the teacher-examiner in this part of the task, optional generic questions are given below.

Task 2

- Task 2 is recommended to last from 5 to 6 minutes.
- The candidate is provided with a choice of two cards on two different sub-themes following the sequence outlined by Pearson (see sequencing grid in this document).
- The choice of sub-theme is told to the candidate in English by the invigilator, immediately before the start of the preparation time, using the wording for the sub-themes provided on the randomisation grid, for example *You may choose 'media' or 'music'.*
- The candidate must not see the contents of either card until they have chosen the sub-theme, after which they will be given one of the cards.
- The preparation time must begin immediately after the candidate receives the card.

Task 2 part 1

- You must:
 - ask the two compulsory questions in the order they are written. Questions may be repeated, but rephrasing is not allowed.
 - develop the discussion by asking appropriate follow-up questions relating to the subject matter of the stimulus.

Task 2 part 2

- You must broaden the discussion by moving on to any other aspect(s) of the same sub-theme. Questions asked should allow the candidate to demonstrate understanding of the cultural and social context by expressing and justifying relevant ideas and opinions, providing relevant exemplification/information and developing arguments and drawing conclusions. To support you in this part of the task, optional generic questions are provided by Pearson (see below).

Optional generic questions to promote discussion:

Puoi farmi un esempio di...?

- *Perché dici questo?*
- *Quali conclusioni possiamo trarre da...?*
- *Che esempio potresti dare per sostenere questo punto di vista?*
- *Perché è importante?*
- *Che cosa rappresenta...?*

In both tasks, candidates are expected to ask questions that elicit opinions as part of the natural discourse and to confirm that their own points of view have been understood. Examples of questions that candidates may ask to achieve this are as follows:

- *Capisce quello che voglio dire?*
- *Che cosa pensa di...?*
- *È d'accordo con me?*
- *Capisce il mio punto di vista?*

Candidates are also expected to take the lead in the discussions.

To ensure that the candidate is able to access the maximum amount of marks available, it is your responsibility to cover all parts of each task and to ask appropriate questions. You should contribute only brief opinions in response to the candidate's questions, in order to give students the maximum length of assessment time.

The speaking assessment should last between 12 to 15 minutes (plus 15 minutes' preparation time) and you must ensure that timings are followed. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, you must bring the assessment to a natural end, allowing the candidate to complete a final sentence.

Sequence of stimulus cards for speaking examination

To avoid duplication of stimuli, candidates must be given the cards in the sequence and combination prescribed below.

If you conduct more than 12 speaking examinations in a day (for example in the morning, afternoon and evening sessions), after the 12th candidate, start at the beginning of the sequence again.

If you have a break in the examination schedule (for example morning break or lunchtime), start the next candidate on next order of the sequence. For example, if candidate 4 conducted their examination before morning break, the next candidate after the morning break would be candidate 5.

If you are conducting examinations on more than one day, start each new day at the beginning of the sequence.

CANDIDATE	STIMULUS CARD TASK 1	STIMULUS CARD TASK 2
Candidate 1	Card 1	Card 7 or 9
Candidate 2	Card 3	Card 8 or 11
Candidate 3	Card 5	Card 7 or 12
Candidate 4	Card 4	Card 10 or 11
Candidate 5	Card 6	Card 9 or 12
Candidate 6	Card 2	Card 8 or 10
Candidate 7	Card 5	Card 7 or 10
Candidate 8	Card 4	Card 10 or 12
Candidate 9	Card 2	Card 9 or 11
Candidate 10	Card 6	Card 8 or 12
Candidate 11	Card 1	Card 7 or 11
Candidate 12	Card 3	Card 8 or 9

Key to Advanced Subsidiary level task 2 cards for invigilator

STIMULUS CARD	SUB-THEME (IN ENGLISH)
7 + 8	Music
9 + 10	Media
11 + 12	Cultural Heritage

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Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

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STIMULUS IN1

Task 1

Tema: I cambiamenti della società italiana

L'evoluzione della famiglia italiana

Text 1

Gli ultimi dati sui giovani italiani tra i 18 e 34 anni rivelano che in Italia due «giovani adulti» su tre vivono ancora in casa con i genitori. Essere un «mammone» non è più considerato un fatto negativo, ma è diventata una condizione normale. Se siamo diventati il Paese dei «bamboccioni», termine inventato nel 2007 dal ministro dell'Economia, è perché i giovani italiani non hanno l'indipendenza economica per poter lasciare la casa dei genitori. La giovane generazione spesso non ha un lavoro e quindi deve contare sul sostegno familiare e sull'aiuto dei genitori.

Text 2

Mandiamo i «mammoni» fuori di casa. I giovani che restano con i genitori non si sposano e non diventano indipendenti.

1. Di che cosa parla il primo testo?
2. Secondo il primo testo, chi ha creato la parola «bamboccioni»?
3. Sei d'accordo con il punto di vista del secondo testo? Perché/Perché no?
4. Secondo te, il mammismo è la causa principale della diminuzione del numero di matrimoni in Italia? Perché/Perché no?

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STIMULUS IN2

Task 1

Tema: I cambiamenti della società italiana

L'evoluzione della famiglia italiana

Text 1

L'Italia rimane uno dei pochi Paesi europei a non avere una legge che permetta alle coppie omosessuali di sposarsi. Possono unirsi civilmente, con la cosiddetta legge Cirinnà, ma tra l'unione civile e il matrimonio tradizionale esistono delle differenze sostanziali. Per esempio, una volta uniti civilmente i due partner non sono tenuti a onorare il vincolo di fedeltà. Ma soprattutto - ed è questo il punto più contestato - non hanno diritto all'adozione nazionale e internazionale, né uno dei due può adottare il figlio del partner.

Text 2

La famiglia deve essere costituita da un uomo ed una donna; è necessario che i figli crescano con una madre ed un padre.

1. Di che cosa parla il primo testo?
2. Secondo il primo testo, oltre a non potersi sposare, che cosa non possono fare le coppie omosessuali?
3. Credi che un figlio soffra se ha due padri o due madri? Perché/Perché no?
4. Secondo te, è cambiato l'atteggiamento della società italiana nei confronti delle coppie omosessuali? Perché/Perché no?

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STIMULUS IN3

Task 1

Tema: I cambiamenti della società italiana

L'istruzione

Text 1

In autunno il ministro dell'Istruzione darà le linee guida che permetteranno ufficialmente di usare smartphone e tablet nelle classi e che spiegheranno come usarli per fare ricerche, lavori di gruppo, condividere discussioni e documenti.

Molti insegnanti hanno già sperimentato l'uso di questa tecnologia in classe con successo.

Un preside di Brindisi ha comprato dei tablet per i suoi studenti con i soldi risparmiati sui libri di testo. Per dargli un'educazione digitale, ha insegnato a selezionare audio, foto, video, a rispettare i copyright e la privacy, a usare correttamente i media sociali.

Un po' come andare nel laboratorio informatico tutti i giorni.

Text 2

Il telefonino a scuola è una distrazione per chi lo usa e per i compagni.

1. Di che cosa parla il primo testo?
2. Secondo il primo testo, come ha fatto il preside a comprare i tablet?
3. Sei d'accordo con l'affermazione del secondo testo? Perché/Perché no?
4. Secondo te, la scuola italiana prepara gli studenti per il mondo di oggi? Perché/ Perché no?

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Advanced Subsidiary

Paper 3: Speaking

Instructions to the teacher-examiner for Task 1

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STIMULUS IN4

Task 1

Tema: I cambiamenti della società italiana

L'istruzione

Text 1

È cominciato il progetto "Scuole al centro": da metà settembre, con l'inizio dell'anno scolastico, il 50% delle scuole superiori aprirà il pomeriggio dopo le ore 14 per le attività extra-scolastiche.

Nelle classi pomeridiane si faranno soprattutto tre attività: sport (il 28% dei progetti), teatro e musica. Altre scuole hanno scelto di migliorare la lingua inglese e le discipline digitali.

In tutto il Paese saranno coinvolti 700mila studenti e 33mila genitori.

A Catania l'istituto Nautico "Duca degli Abruzzi" ha iniziato le attività extra-scolastiche già quest'estate con scuola di vela e di pesca.

Text 2

Gli studenti italiani hanno bisogno di più tempo libero da dedicare agli amici e alla famiglia.

1. Di che cosa parla il primo testo?
2. Secondo il primo testo, quale percentuale delle scuole ha deciso di partecipare al progetto "Scuole al centro"?
3. Sei d'accordo con il punto di vista del secondo testo? Perché/Perché no?
4. Credi che gli studenti italiani abbiano troppi compiti? Perché/Perché no?

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STIMULUS IN5

Task 1

Tema: I cambiamenti della società italiana

Il mondo del lavoro

Text 1

Secondo un'indagine sui lavori più o meno desiderati, l'impiegato statale è il lavoro che più affascina gli under 30.

In fondo alla classifica dei lavori da incubo, il peggiore è il dentista. Questa scelta è forse dovuta al fatto che è una professione difficile con molti anni di studi e con le incertezze economiche del lavoro in proprio.

L'indagine rivela anche che i mestieri faticosi e manuali sono poco apprezzati: interessano solo all'1% dei ragazzi. È un peccato, perché imparare una professione manuale può essere oggi uno dei pochi modi per evitare la disoccupazione.

Text 2

Una laurea non garantisce un buon posto di lavoro.

1. Di che cosa parla il primo testo?
2. Secondo il primo testo, perché più giovani dovrebbero scegliere un lavoro manuale?
3. Sei d'accordo con il punto di vista del secondo testo? Perché?/Perché no?
4. Secondo te, l'aumento della disoccupazione giovanile in Italia è un problema?

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Advanced Subsidiary

Paper 3: Speaking

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Summer 2018

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Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
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STIMULUS IN6

Task 1

Tema: I cambiamenti della società italiana

Il mondo del lavoro

Text 1

Una ragazza si è presentata per un lavoro in una società che vende bevande nella sua città. Mentre aspettava il colloquio, ha visto sul tavolino un catalogo della società, con tutti i loro prodotti. Ha iniziato a memorizzare i nomi delle bevande, pensando che avrebbe potuto esserle utile.

Durante il colloquio, le hanno chiesto perché avrebbero dovuto assumerla. Ha risposto che conosceva già tutti i loro prodotti ed ha fatto una lista dei primi quaranta. Sono rimasti tutti a bocca aperta e dopo due ore ha ricevuto una telefonata: il posto di lavoro era suo.

Text 2

In Italia, per trovare lavoro, chi conosci conta più del curriculum vitae.

1. Di che cosa parla il primo testo?
2. Secondo il primo testo, la ragazza dove ha trovato i nomi dei prodotti?
3. Sei d'accordo con l'affermazione del secondo testo? Perché/Perché no?
4. Secondo te, in Italia esistono discriminazioni verso le donne nel mondo del lavoro? Perché?/Perché no?

Pearson Edexcel Level 3 GCE

Italian

Advanced Subsidiary

Paper 3: Speaking

Instructions to the teacher-examiner for Task 2

Summer 2018

**Time: 27 to 30 minutes (total), which includes
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Paper Reference

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Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
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STIMULUS IN7

Task 2

Tema: La cultura politica ed artistica nei Paesi di lingua italiana

La musica

In Italia, il numero dei giovani che amano l'opera diminuisce sempre di più.

1. Perché in Italia i giovani non amano più l'opera?
2. Secondo te, che tipo di musica preferiscono i giovani italiani?

Pearson Edexcel Level 3 GCE

Italian

Advanced Subsidiary

Paper 3: Speaking

Instructions to the teacher-examiner for Task 2

Summer 2018

**Time: 27 to 30 minutes (total), which includes
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STIMULUS IN8

Task 2

Tema: La cultura politica ed artistica nei paesi di lingua italiana

La musica

Nelle canzoni dei cantautori italiani, le parole sono più importanti della musica.

1. Secondo te, i testi nelle canzoni dei cantautori italiani sono più importanti della musica?
2. A tuo avviso, qual è l'importanza dei cantautori nel panorama musicale italiano?

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Italian

Advanced Subsidiary

Paper 3: Speaking

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STIMULUS IN9

Task 2

Tema: La cultura politica ed artistica nei paesi di lingua italiana

I media

Nonostante gli sforzi dei giornalisti, la situazione per quanto riguarda la libertà di stampa in Italia non migliora.

1. Perché la situazione per quanto riguarda la libertà di stampa in Italia non migliora?
2. Secondo te, i giornalisti italiani dovrebbero essere liberi di scrivere quello che vogliono?

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STIMULUS IN10

Task 2

Tema: La cultura politica ed artistica nei Paesi di lingua italiana

I media

Nel 2018 il sito sociale preferito in Italia rimane Facebook.

1. Secondo te, perché in Italia Facebook rimane il sito sociale preferito?
2. Credi che l'uso dei siti sociali abbia cambiato la società italiana?

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STIMULUS IN11

Task 2

Tema: La cultura politica ed artistica nei Paesi di lingua italiana

Il patrimonio culturale

Nei Paesi di lingua italiana, la festa della mamma rimane una delle feste più amate.

1. Secondo te, perché nei Paesi di lingua italiana la festa della mamma rimane una delle feste più amate?
2. Credi che le feste siano soprattutto un'importante occasione commerciale?

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Italian

Advanced Subsidiary

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STIMULUS IN12

Task 2

Tema: La cultura politica ed artistica nei Paesi di lingua italiana

Il patrimonio culturale

Nei Paesi di lingua italiana le feste tradizionali sono ancora importanti perché aiutano a mantenere il senso di identità.

1. Descrivi una festa tradizionale di un Paese di lingua italiana e di' che cosa ne pensi.
2. Secondo te, il turismo aiuta a mantenere vive le feste e le tradizioni popolari?