Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE

In Italian (9IN0) Paper 3A

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

GCE A Level

Paper 3 mark scheme

For this paper, there are a number of levels-based mark schemes to be applied to each task.

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.

- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band
9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.

- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.

- You will modify the mark based on how securely the trait descriptors are met at that band.

- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Guidance on timing of the speaking assessment

It is your responsibility to cover all parts of each task and ask appropriate questions to ensure that the candidate is able to access the maximum amount of marks available. The speaking assessment should last between 16 to18 minutes in total 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 their last sentence.

You must **stop** marking at the end of the sentence once the maximum assessment time has passed, even if the recorded conversation has gone beyond the maximum time.

Task 1 – Discussion on a theme

Three-mark grids are applied to task 1:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

The knowledge and understanding of society and culture mark grid assesses the students' ability to communicate information about and demonstrate appreciation of different aspects of culture and society related to the countries/communities where the language is spoken. They are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues, themes and cultural and social contexts.

When deciding how to reward an answer, examiners should consult both this mark grid as well as the **AL speaking task 1: indicative content** at the end of the mark scheme, which is associated with each question. Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material.
1–3	• Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context. • Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.
4–6	• Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context. • Some analysis of the cultural and social context is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7–9	• Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. • Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.

Marks	Description

| 10–12 | • Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context. |
| | • Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions. |

Additional guidance

Perceptive*: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward *ideas, arguments, conclusions,* are deemed to be those that give the standard, predictable response.

Task 1 − Discussion on a theme (continued)

Accuracy and range of language mark grid

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses students' ability to apply grammar and syntax accurately and accuracy of pronunciation.

Accuracy and range of language (AO3)

Marks	Description
0	No rewardable language.
1–3	● Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted. ● Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed. ● Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	● Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication. ● Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication. ● Pronunciation and intonation are intelligible though sometimes inaccurate.
7–9	● Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication. ● Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication. ● Pronunciation and intonation are intelligible and mostly accurate.
10–12	● Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication. ● Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication. ● Pronunciation and intonation are accurate, intelligible and authentic sounding.

Additional guidance

Complex language is considered to include the following:
● conceptually challenging tenses such as the pluperfect, future perfect
● passive voice
● subjunctive mood
● use of relative pronouns
● using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
● using synonyms and a variety of expressions to say things in different ways
● all grammar and structures included in the grammar list that are specific to A Level.

Variation in use of grammatical structures and vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by

students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see above for definition of complex language) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

***Articulate*:** articulate communication is fluent, effective and coherent as students control/manipulate the language to express with some ease what they want to say for a number of different purposes. If students are restricted by their language skills they may not be able to express themselves for all purposes, for example to develop arguments.

***Errors*:** students are not expected to produce perfect, error-free speech in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood) or errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

NB: these are provided as examples only and do not constitute a finite list.

Task 1 − Discussion on a theme (continued)

Interaction mark grid
This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

Interaction (AO1)

Marks	Description
0	No rewardable material.
1−2	- Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation. - Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3−4	- Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation. - Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5−6	- Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation. - Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.

Additional guidance

Interacts spontaneously: responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

Communication strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Elicit points of view/check for understanding: as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation. This constitutes questions such as:

This constitutes questions such as:

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

The constraints of the assessment mean that the teacher/examiner should contribute only brief opinions in response to these types of questions, in order to give students the maximum length of assessment time.

Task 2, Part 1 − Independent research presentation

One-mark grid is applied to this part of the task:

- responding to written language in speech (AO2).

Responding to written language in speech mark grid

This grid is used to assess the student's two-minute presentation **only**, it is not applied to the discussion that follows the presentation. This mark grid assesses students' ability to understand and respond in speech to written language that is drawn from a variety of sources and to summarise information from written sources in speech. The written sources will be those that students read as part of their independent research and they must refer to at least two named written sources during their presentation.

For guidance on what might be included in an oral presentation and how it may be structured, see **Indicative content for task 2 part 1, independent research presentation** at the end of the mark scheme.

Responding to written language in speech (AO2)

Marks	Description
0	No rewardable material
1–3	- Summary makes limited reference to named written sources, makes generalised comments rather than being focused on authors' main points/ideas. - Gives a personal response with limited justification, loses focus on the written sources, straying into general opinion. *Responses that refer to just one single written source can be awarded a maximum of 3 marks only.*
4–6	- Summary refers to named written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas. - Gives a mostly relevant personal response with occasional justification, some loss of focus on the written sources.
7–9	- Presents a mostly clear summary of named written sources, generally clear outline of authors' main points/ideas. - Gives a relevant personal response to the written sources supported with some justification.
10–12	- Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas. - Gives a convincing personal response to the written sources supported with clear justification.

Additional guidance

Personal response: this is considered to be giving justified opinions, demonstrating engagement with the written sources by making focused comments, giving a reaction to/expressing feelings and thoughts about the written sources.

Task 2, Part 2 − Discussion on independent research

Three-mark grids are applied to this part of the task:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

The knowledge and understanding of society and culture mark grid assesses students' ability to communicate information about and demonstrate appreciation of different aspects of culture and society related to the countries/communities where the language is spoken. They are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues.

Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material
1−3	● Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context. ● Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally, leading to straightforward conclusions which may be contradictory; mainly relies on description rather than analysis.
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Additional guidance

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Task 2, Part 2 − Discussion on independent research (continued)

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Speaking task 1 − Indicative content

Indicative content is not exhaustive. Students should be rewarded for any valid response and may draw on a range of relevant ideas or opinions.

Task 1 Stimulus IN1

Statement	Indicative content
A	- The family is no longer characterised by a large number of children, nor is it headed by a patriarchal father and a housewife mother. - When we talk about the Italian family, we now also refer to couples without children, single-parent families and people living alone. - Most Italians, whether they are married, single or divorced, tend to maintain strong ties with their parents, adult children and other relatives. The typical Italian family meets at least once a day for dinner. - If the parents are elderly or widowed, they are often invited to live at home with their children, who look after them.
B	- Many young people are forced to stay at home due to financial difficulties and lack of work. More than one young Italian out of three is living close to the poverty line. - Young people live at home with their parents because it is comfortable. They do not work because they do not find a job they like or one which they think is worthy of their degree. - Mothers have a different attitude towards boys. Italian mothers are often over-protective and jealous of their children's companions, thereby creating a sense of anxiety and a fear of disappointing them. - In Italy it is impossible not to notice how the behaviour of certain men is influenced by the way in which they have been brought up by their mothers.

Task 1 Stimulus IN2

Statement	Indicative content
A	• From elementary to high school**,** the curriculum gives equal weight to all subjects, providing an educational preparation amongst the best in Europe. • The curriculum focusses on educating students on interdisciplinary correlations and provides a very good theoretical foundation in each subject. • One of the major causes of student protests is the state of school buildings; many schools are crumbling and falling apart. • Students consider programmes to be heavy and boring. Teaching methods are monotonous and students are required to spend many hours studying at home to get through their exams.
B	• The more a young person studies, the greater the chances of finding a job and receiving a higher-than-average salary in the future. • Graduates can find more skilled jobs than non-graduates: a woman with a degree is more likely to find a job than a man without a degree. • A lack of funding, nepotism and a disconnect with industry are the major problems in the Italian University system. • The resources provided to universities and to research institutes continue to decline. Incentives are needed to provide researchers with reasonable career prospects.

Task 1 Stimulus IN3

Statement	Indicative content
A	- There are Italians who would be ashamed to do such a job, some of whom do not want to get their hands dirty, despite the excellent job opportunities and the good salary. - There are young Italians who would be mortified to tell friends and relatives that they are doing this job. Sometimes parents force their children to study because they want a better future for them, for example as doctors or lawyers. - Often, a graduate looking for a job must go through an infinite number of internships which are sometimes unpaid. - Young people tend to strive for positions considered more suitable for a professional profile achieved after many years of study. Everyone looks for the same career opportunities rather than settling for a traditional trade, especially a manual trade.
B	- Women often have stop-start careers and lower incomes than men and often have to work part-time against their will. - Many women stop working when a child is born. Such a situation is often definitive, because in Italy it is difficult to return to work after a long absence. - In Italy, the presence of women in decision-making and management positions is still limited and the pay gap between men and women has increased rather than decreased. - The so-called glass ceiling continues to affect the careers and average wages of women in the fields of science, technology, engineering and mathematics – areas which are meant to offer greater opportunities in terms of employment.

Task 1 Stimulus IN4

Statement	Indicative content
A	• Streaming is allowing Italian singers to make their songs known both in their own country and around the world. • Italian singers who want to be known and reach a wider audience must find the playlist on streaming which reflects their musical genre and then insert their songs so that they become visible to new users. • Streaming isn't just changing consumption habits, but how people write music altogether with songs becoming shorter and shorter. • Streaming encourages users to listen to and explore new artists; the success of Italian music in the streaming era, confirms an important generational revolution in Italy.
B	• A young artist who aspires to a career as a musician must reach the "general public"; participating in a talent show on television gives the artist such an opportunity. • A talent show is a platform capable of immediately guaranteeing coverage and creating contacts with otherwise inaccessible musical and recording companies. • In talent shows, someone who has a beautiful voice and can sing another artist's songs is rewarded and can become a star overnight. • True artists are those who write their own music and express their thoughts. All young Italian singer-songwriters are essentially relegated to the sphere of independent music and cut off from the mainstream.

Task 1 Stimulus IN5

Statement	Indicative content
A	• Most young people in the 15-24 age group, the so-called Generation Z**,** use social media to read other people's opinions and views. • Facebook is mainly used for information, sharing and reading reviews; YouTube for leisure and to find stimuli and ideas, whilst Instagram has become the most popular medium through which to follow the daily life of celebrities. • Today advertising is considered useful. A high percentage of Italians claim to have bought products and services through e-commerce. • Until last year, YouTube commercials interrupted the experience of users, whilst advertising was considered neutral on Facebook and Instagram. Today the perception that all three Internet media companies are a useful source of advertising has become more widespread.
B	• Many Italians who have a smartphone say that, instead of calling, they prefer to send messages to communicate; they check their phone notifications first thing in the morning and last thing at night. • The mobile phone has become so useful that a third of Italians, when they do not remember a name, a date or an event, immediately rely on the Internet to dispel any doubt. • The main problem of the internet is the spread of violent behaviour, from cyber-bullying to slander and online intimidation. • One problem is the protection of privacy, along with the dangers of manipulating information through fake news and the possibility of coming across digital crimes such as electronic fraud.

Task 1 Stimulus IN6

Statement	Indicative content
A	• The Palio di Siena is one of the oldest horse races in the world and takes place in the central square in Siena. Horses are often seriously injured during the competition and in many cases are killed. • At the Palio delle rane**,** participants push a wooden wheelbarrow with one or more frogs on it. Often the frogs, if they jump or fall, end up crushed by the wheels of wheelbarrows or by the surrounding crowd. • As well as being cruel, these festivals are in fact also harmful to adolescents and children, because they involve manifestations of violence and coercion towards animals behind a veil of apparent normality. • These festivals cannot be justified**;** they are a source of considerable stress and suffering for the animals. Overcoming cruel habits of the past is necessary for a civil society.
B	• Taking part in medieval festivals is seen as an engaging and enriching cultural experience, equivalent to visiting a museum, which allows the discovery of the traditions of Italy. • Events of this type instil in the local people a sense of belonging and of active participation, given that they are often organised by cultural associations and local heritage trusts. • Every year in Italy medieval festivals are organised in which historical processions with participants in period costumes, re-enactments of battles, games, food, flag-wavers, musicians and jesters take visitors back in time. • Italy, with its small and large picturesque cities, represents the perfect stage for competitions, dances and memories of historical events such as weddings, murders and famous battles, to attract tourists.

Task 1 Stimulus IN7

Statement	Indicative content
A	• Immigrants who have legally entered the country, who work, have decent housing, and whose children study in school, contribute to Italy's economic and social development. • Without this foreign presence, Italy would be deprived of 8.8% of its GDP and 14.8% of its births. Many sectors would find it difficult to find staff. • In the field of sport there are foreign athletes competing for Italy such as Godfred Donsah who, as an illegal immigrant, became a midfielder for the Bologna football team or Yusra Mardini, a refugee who became an Olympic athlete. • The most famous Albanian in the Italian media is Kledi Kadiu, who was discovered in a talent show. With his films and books, he has succeeded in bringing the Italian public closer to Albania and the Albanians, who are often portrayed as protagonists of criminal activity.
B	• Offering a job is the best way of integrating immigrants in Italy, allowing them to interact with fellow workers, to learn the language and above all to earn a living. • The Italian education system has played an important role for immigrant families with children. Children learn the language better and more quickly than their parents, and daily interaction with peers is important for teaching children about Italian culture and communicating it to parents. • Employed immigrants produce an increased turnover of 130 billion euros and, by paying taxes, contribute to the country's economy. • Italy needs immigrants in order to pay for the population's pensions. Immigrants as a category currently pay the Italian social security system 9 billion euros more than they receive as benefits.

Task 1 Stimulus IN8

Statement	Indicative content
A	• In Italy many people believe that the integration of immigrants has not been successful. Immigrants are a burden on welfare and take jobs away from Italians. • Many Italians believe that immigration increases the country's crime problems. • Everyone agrees that there has been an increase in violence against immigrants exemplified by episodes like the two immigrants beaten with baseball bats in Brindisi or the young Senegalese man who was attacked while he was going to work. • Today people feel they have the right to act against immigrants.
B	• Every foreigner who arrives in Italy is a person who can take work from an Italian: this is what many Italians think and is what makes them turn against the immigrants. • People are heavily influenced by the stories they hear, whether they are true or false, so they start to dislike immigrants who stay in Italy at the expense of the government. • Fear of being seen as a criminal or being subjected to acts of violence that can vary from insults to beatings. • Fear of attacks; Muslims live in a shocking state of anxiety because they are perceived as terrorists. They have even created an anti-Muslim party in Italy.

Task 1 Stimulus IN9

Statement	Indicative content
A	• The differences are immediately evident in the health sector: life expectancy at birth is 83.2 years in the North as opposed to 82 in the South.
	• The gap has widened as far as education is concerned: nowadays, the number of people between the ages of 30 and 34 who have obtained a university degree is 30% in the North compared to 21.6% in the South.
	• The North is stereotyped through the image of polenta, cold, wealth, a place where people are boring, extremely punctual and workaholics.
	• The South is commonly the land of noisy, superstitious, religious, family lovers but also bigots and the poor.
B	• In the South there is the worst quality of life and the lowest earning rate per capita in Italy.
	• In the South there is the highest unemployment rate in Italy and there are the Mafia, the Camorra and the 'Ndrangheta.
	• Unemployment: in order to find employment, many under-25s from the South are prepared to move to any other Italian region or even abroad.
	• One reason they leave the South is a lack of trust in institutions and a sense that local politics does not improve the living and working conditions of inhabitants.

Task 1 Stimulus IN10

Statement	Indicative content
A	- First and foremost the difficult situation of the veterans of the Great War who had to deal with physical injuries and with post-war reintegration into daily life, which was anything but easy given the serious economic crisis in Italy resulting from the debts incurred from war costs. - Then there was the situation of the peasants, to whom a fair distribution of land had been promised, but who came up against opposition from the landowners. All this ended up aggravating an already tense situation; formerly landless soldiers took over the uncultivated estates, along with the poorest peasants. - In cities, the cost of living increased dramatically due to scarce supplies. At the same time, wages stayed the same and, in some cases, decreased. All this led to the looting of many shops by desperate people reduced to hunger. - In the period between 1919 and 1920, the working classes held strikes, demonstrations against pay cuts and unemployment and there was unrest at unprecedented levels in Italian factories. Among the causes of this wave of strikes was the economic crisis, but the myth of the Russian revolution and the dream of doing as Russia had done also played an important role.
B	- To solve the difficult social situation that had arisen in the country after the end of the war, Mussolini called for a law that established an eight-hour working day. - Mussolini also proposed an amendment to the law on social security and old age (today's pension scheme) by lowering the retirement age from 65 to 55. - Giovanni Giolitti gave free rein to the *Fasci di combattimento*, in order to quell the sense of disquiet. Such encouragement was an important factor in the rise of fascism in Italy. - It was not only the land owners and heads of industry, but also the middle classes along with the liberal political classes, who supported the rise of Mussolini, for fear of a possible revolution.

Task 1 Stimulus IN11

Statement	Indicative content
A	• Germany's invasion of Denmark and Norway convinced Mussolini that Hitler would win the war. Soon Holland and Belgium also fell to Hitler. As the Germans occupied France in June 1940, Mussolini announced Italy's entrance into the war. • Mussolini joined the war on Germany's side hoping for territorial gains. • Poor generals and low morale contributed much to this outcome— the Italian conscripts were fighting far from home for causes in which few of them believed. • Italy had few tanks or antitank guns; clothing, food, vehicles, and fuel were all scarce; and supplies could not safely be transported to North Africa or Russia.
B	• Mussolini ruled with considerable brutality to compensate for absent popular support until the republic of Salò collapsed in April 1945. • Italian Fascists maintained their alliance with the Germans and participated in deportations, the torture of suspected partisans, and the war against the Allies. • During the war the movement was immensely powerful – liberating many cities in northern and central Italy before the arrival of the Allies and forcing many German divisions to be stationed throughout the country to ward off their guerrilla attacks. • While the conflict in the hills and mountains was one of guerrilla warfare, the clash in large towns and cities was a more invisible resistance, harder to fight and tactically more destabilising for the Germans and their fascist allies.

Task 1 Stimulus IN12

Statement	Indicative content
A	- By 1943, anti-Mussolini sentiment had spread all over the country, there were mass strikes and evacuations, and due to the lack of resources, the war effort was almost non-existent. - It was the Allied invasion of Sicily and the bombing of Rome in July of that year that finally turned the tide of public opinion against Mussolini. - Fearful of being overwhelmed along with Mussolini, Vittorio Emanuele III decided to move the House of Savoy away from fascism, counting on the internal opposition to Mussolini of the Grand Council of Fascism. - On 25 July 1943 the Grand Council of Fascism proposed a vote of no confidence in Mussolini. The King, taking note of this, informed Mussolini that he was to resign and that his successor should be General Badoglio.
B	- The anti-fascist parties that led the Resistance had not forgiven Vittorio Emanuele III for forming the new government in 1922, following the march on Rome, with Benito Mussolini at the head of the Fascist Party. - The political and moral responsibility of the King in the rise of the dictatorship and in the war was unforgivable for most of the Italian people. - King Umberto II, who had succeeded his father, Vittorio Emanuele III, left Italy. He had ruled for a month, in May 1946, and for this he was nicknamed "the King of May". The House of Savoy was deposed following the Constitutional Referendum of 1946. - The Italian Republic was proclaimed and the Constituent Assembly worked on the drafting of the new Constitution, which came into force on 1st January 1948. The Constitution was written by a group of "wise men" called "constituent fathers".

Speak task 2 part 1, independent research presentation − Indicative content

The example below is presented in written form in order to demonstrate what a student might include in their presentation and how it may be structured. The *Comment* column demonstrates how the presentation meets the requirements of the assessment criteria in the mark grid *Responding to written language in speech.*

Independent research question or statement: Borsellino e Falcone: eroi antimafia.

Student presentation (up to 2 minutes)	Comment
Vorrei parlare dei giudici Borsellino e Falcone che hanno sacrificato la loro vita per sconfiggere la mafia e come a 25 anni dalla loro morte Cosa nostra sia cambiata. Prenderò spunto da due articoli; "Sì, la mafia ha perso" dal sito Web "www.ilfoglio.it" di Mario Mori e un articolo dal sito Web "www.ilfattoquotidiano.it" che si intitola "Borsellino fu un grande eroe. Ma solo da morto".	Opening statement indicating topic and names of the two written sources to be summarised in the presentation.
Il primo articolo spiega come quel sacrificio che, se ha tolto al nostro Paese due degli uomini migliori di quel tempo, ha segnato anche l'inversione di tendenza nella lotta alla mafia siciliana, che da quella terribile estate ha visto l'inizio del suo progressivo, inarrestabile declino.	Summary of the first written source.
Nel secondo articolo si spiega che Borsellino – come Falcone – è sì un grande eroe, un mito: ma solo dopo morto; in vita invece ha dovuto affrontare una serie di ostacoli al suo lavoro da non credere. Invece di essere sostenuti, i magistrati erano lasciati sostanzialmente soli e senza mezzi adeguati.	Summary of the second written source.
Capisco la preoccupazione espressa dai giudici nei due articoli perché la mafia poteva contare su robusti contributi esterni: rimozioni, sottovalutazioni, connivenze e coperture dei tanti personaggi al servizio del malaffare e della criminalità. Il pool stava percorrendo una strada che avrebbe portato alla dissoluzione della favola dell'invincibilità della mafia. Secondo quanto scritto nei due articoli l'ultimo grande contributo offerto alla Patria da questi due magistrati è stato, con il loro sacrificio, quello di sollecitare un corale senso di ripulsa verso "cosa nostra".	Provides a personal reaction to the findings of the two written sources.

Other examples of possible questions/ statements for the Independent Research Project are:

- Il giornalismo italiano su internet non è autorevole.
- L'Italia può chiudere i porti alle navi delle ong?

- **Independent research question or statement:** Borsellino e Falcone: eroi antimafia.

Student presentation (up to 2 minutes)	Comment
I would like to talk about the judges Borsellino and Falcone who sacrificed their lives to defeat the mafia and how 25 years after their death Cosa Nostra has changed. I will take inspiration from two articles; "Yes, the mafia has lost" from the website "www.ilfoglio.it" by Mario Mori and an article from the website "www.ilfattoquotidiano.it" which is titled "Borsellino was a great hero. But only when dead ".	Opening statement indicating topic and names of the two written sources to be summarised in the presentation.
The first article explains how that sacrifice, that has taken away from our country two of the best men of our time, has also marked the turnaround in the fight against the Sicilian mafia, which has seen, since that terrible summer, an unstoppable decline.	Summary of the first written source.
The second article explains that Borsellino - like Falcone - is indeed a great hero, a myth: but only after death; in life instead, he had to face a series of unbelievable obstacles to his work. Instead of being supported, the magistrates were left substantially alone and without adequate resources.	Summary of the second written source.
I understand the concern expressed by the judges in the two articles because the mafia could count on robust external contributions: removals, collusion and cover-ups of the many characters in the service of criminality. The pool was following a path that would have led to the dissolution of the fable of the invincibility of the mafia. According to what was written in the two articles, the last great contribution offered to the Country by these two magistrates was, with their sacrifice, to solicit a common sense of rejection towards "cosa nostra".	Provides a personal reaction to the findings of the two written sources.