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# Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE  
In Italian (9IN0) Paper 03

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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.

## Marking guidance for Paper 3: Speaking

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

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

### General guidance for examiners on using levels-based mark schemes

#### Step 1 Decide on a band

- First of all, you should 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 band 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 or indeed has performed temporarily better. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level. You should then use the variability of the response to help decide the mark within the band, 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 the Teacher Examiner's (TE) 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 to 18 minutes in total, and the TE 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, the TE must bring the assessment to a natural end, allowing the candidate to complete a final sentence.

Examiners 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 **Italian-speaking** culture and society.

Students are also assessed on their ability to respond critically and analytically to different aspects of Italian-speaking 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 might 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 Italian-speaking society and culture (AO4)**

Marks	Description
	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the Italian-speaking cultural and social context.</li> <li>• Occasional evidence of analysis of the Italian-speaking cultural and social context; 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.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the Italian-speaking cultural and social context.</li> <li>• Some analysis of the Italian-speaking 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.</li> </ul>
7-9	<ul style="list-style-type: none"> <li>• Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the Italian-speaking cultural and social context.</li> <li>• Analysis of Italian-speaking cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.</li> </ul>
10-12	<ul style="list-style-type: none"> <li>• Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the Italian-speaking cultural and social context.</li> <li>• Analysis of Italian-speaking cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.</li> </ul>

**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 responses.

### Task 1 (discussion on a theme (contd.))

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 (A03)

Marks	Description
	No rewardable language.
1-3	<ul style="list-style-type: none"><li>• 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.</li><li>• Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.</li><li>• Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.</li></ul>
4-6	<ul style="list-style-type: none"><li>• 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.</li><li>• Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.</li><li>• Pronunciation and intonation are intelligible though sometimes inaccurate.</li></ul>
7-9	<ul style="list-style-type: none"><li>• 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.</li><li>• Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.</li><li>• Pronunciation and intonation are intelligible and mostly accurate.</li></ul>
10-12	<ul style="list-style-type: none"><li>• 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.</li><li>• Accurate language throughout, resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of communication.</li><li>• Pronunciation and intonation are accurate, intelligible and authentic-sounding.</li></ul>

## **Additional guidance**

**Complex language** is considered to include the following:

- *appropriate sequence of tenses in reported speech/indirect statements*
- 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
- any 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 evaluate 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 possessive adjective



- frequent errors hinder clarity, as they 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 (contd.))

### 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 (A01)

Marks	Description
0	No rewardable material.
1-2	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul>
3-4	<ul style="list-style-type: none"><li>• 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.</li><li>• Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding, although occasionally at an inappropriate moment.</li></ul>
5-6	<ul style="list-style-type: none"><li>• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.</li><li>• 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.</li></ul>

### 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:

- *'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 TE 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 (A02).

### Responding to Italian 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 Italian written language that is drawn from a variety of sources and to summarise information from Italian written sources in speech. The written sources will be those that students read in Italian as part of their independent research and they must refer to at least two named Italian 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 (A02)

Marks	Description
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Summary makes limited reference to named Italian written sources, makes generalised comments rather than being focused on authors' main points/ideas.</li><li>• Gives a personal response with limited justification, loses focus on the Italian written sources, straying into general opinion. <i>Responses that refer to just one single Italian written source can be awarded a maximum of 3 marks only.</i></li></ul>
4–6	<ul style="list-style-type: none"><li>• Summary refers to named Italian written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas.</li><li>• Gives a mostly relevant personal response with occasional justification, some loss of focus on the Italian written sources.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Presents a mostly clear summary of named Italian written sources, generally clear outline of authors' main points/ideas.</li><li>• Gives a relevant personal response to the Italian written sources supported with some justification.</li></ul>
10–12	<ul style="list-style-type: none"><li>• Presents a clear summary of named Italian written sources, giving a clear outline of authors' main points/ideas.</li><li>• Gives a convincing personal response to the Italian written sources supported with clear justification.</li></ul>

### Additional guidance

**Personal response:** this is considered to be giving justified opinions, demonstrating engagement with the Italian written sources by making focused comments, giving a reaction to/expressing feelings and thoughts about the Italian 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 **Italian-speaking** culture and society. They are also assessed on their ability to respond critically and analytically to different aspects of the Italian-speaking 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
	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the Italian-speaking cultural and social context.</li><li>• Occasional evidence of analysis of the Italian-speaking cultural and social context; 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.</li></ul>
4–6	<ul style="list-style-type: none"><li>• Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the Italian-speaking cultural and social context,</li><li>• Some analysis of the Italian-speaking cultural and social context is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the Italian-speaking cultural and social context.</li><li>• Analysis of the Italian-speaking cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.</li></ul>
10–12	<ul style="list-style-type: none"><li>• Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the Italian-speaking cultural and social context.</li><li>• Analysis of the Italian-speaking cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.</li></ul>

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

## Task 2, Part 2 (discussion on independent research (contd.))

### 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	<ul style="list-style-type: none"><li>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.</li><li>Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.</li><li>Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.</li></ul>
4-6	<ul style="list-style-type: none"><li>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.</li><li>Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.</li><li>Pronunciation and intonation are intelligible though sometimes inaccurate.</li></ul>
7-9	<ul style="list-style-type: none"><li>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.</li><li>Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.</li><li>Pronunciation and intonation are intelligible and mostly accurate.</li></ul>
10-12	<ul style="list-style-type: none"><li>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.</li><li>Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of communication.</li><li>Pronunciation and intonation are accurate, intelligible and authentic-sounding.</li></ul>

## **Additional guidance**

**Complex language** is considered to include the following:

- appropriate sequence of tenses in reported speech/indirect statements
- 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
- any grammar and structures included in the grammar list that are specific to A Level.

**Variation in use of grammatical structures/varied use of 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 definition above) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate 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 to what they can say, 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 possessive adjective
- frequent errors hinder clarity as they 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 2, Part 2 (discussion on independent research (contd.))

### 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 (A01)

Marks	Description
0	No rewardable material.
1–2	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul>
3–4	<ul style="list-style-type: none"><li>• 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.</li><li>• Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.</li></ul>
5–6	<ul style="list-style-type: none"><li>• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.</li><li>• 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.</li></ul>

### 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:

- *'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 TE should contribute only brief opinions in response to these types of questions, in order to give students the maximum length of assessment time.)

## **AL speaking task 1 – indicative content**

In their responses, while presenting and justifying points of view, developing arguments and drawing conclusions based on understanding, students may refer critically and analytically to following points. However, the indicative content is not exhaustive, and students should be rewarded for any valid response.

**Task 1 Stimulus IN1**

<b>Statement</b>	<b>Indicative content</b>
<b>A</b>	<ul style="list-style-type: none"><li>• Today grandparents are the most effective social support for families in Italy. The help of grandparents triggers a virtuous circle, allowing mothers to go back to work and families to save on the cost of private nurseries and baby sitters.</li><li>• Italy is the country where 33% of grandparents take care of their grandchildren every day. This situation hides a reality in which young couples have to rely on their parents for the care of their children.</li><li>• Today, many elderly people who live alone because their children are living or working far away suffer from loneliness or financial hardship. In the past, the family in which parents, children and grandchildren lived together provided an effective support network.</li><li>• In Italy today the elderly live longer, many of them are richer and more independent, living a better life than in the past. When they are ill, then they can become a burden on their children. Care is often provided by a "badante".</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• The economic crisis, the lack of work or simply the desire to change and offer their children new opportunities in life are the main reasons prompting young Italian families to move abroad. One in five families has children, 12.9% of them are under the age of 10. Now more than one in three registered Italians residing abroad are children born outside of Italy.</li><li>• There is a new category of unemployed people: the so-called "desperate unemployed"; almost one in ten unemployed people is aged between 50 and 64. With the loss of their jobs due to the economic crisis, but still being of working age, these people are unable to find work in Italy and therefore choose to leave the country, taking their families with them.</li><li>• There are more and more grandparents living in Italy whose grandchildren live in other countries. Although technology helps to keep in touch, sadness and loneliness are increasingly being felt within the family unit. Grandparents complain that they cannot see their grandchildren grow up.</li><li>• For children born abroad, grandparents are often strangers who they meet a few times a year. For those children who, before they moved abroad, had a closer relationship with their grandparents, the distance can create stress and anxiety.</li></ul>

### Task 1 Stimulus IN2

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"><li>• In Italy, working conditions for young graduates are less favourable due to lower earnings, inadequate career opportunities and lack of job satisfaction. In general, there are more chances to obtain better qualified jobs and to have better career opportunities abroad.</li><li>• Many Italians leave their country for work-related reasons (many students, after an internship abroad, received a job offer) but also because of the absence of meritocracy in Italy.</li><li>• Due to many graduates leaving the country, Italy loses important human resources and has no economic return from the capital it has invested by educating young people.</li><li>• In the 21st century, the development of a nation depends, above all, on its ability to innovate. Italy's future is in jeopardy if young people take their ideas and entrepreneurial skills abroad.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• The economic difficulties faced by their families and the fact that scholarships have been cut are some of the reasons why young Italians are not going to university.</li><li>• Some teenagers think that nowadays a degree does not give them any certainty of finding a job.</li><li>• In many universities, courses should be revised to meet the needs of companies. Some university courses are only too often limited to theoretical aspects.</li><li>• Italian universities should invest more by hiring the best researchers and lecturers.</li></ul>

**Task 1 Stimulus IN3**

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"> <li>• There are more and more women in the labour market, yet they may still face discrimination and inequality. Women may often be better educated, but still get paid less than men.</li> <li>• At times of economic crisis, women are at greater risk of losing their jobs or being forced to accept an "involuntary" part-time position, with disrupted schedules and "antisocial" working patterns.</li> <li>• It is very difficult for women to manage both work and family, their commitment to work and to the care of their families requires a lot of time and energy. Italian women spend on average five hours a day (unpaid work) caring for their children and relatives.</li> <li>• The difficulty of balancing work with their families has been shown to affect Italian women's employment figures: in 2018, thirty thousand women resigned from their jobs following their maternity leave.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Many Italians expect a good salary from their jobs. The economic expectations of young people vary according to their training (between 900 and 1200 Euros per month).</li> <li>• Many young people have experienced studying abroad during their university courses. Thus, they are used to thinking about travelling as an opportunity for growth and networking. Therefore, knowing that they can travel the world as part of their jobs is considered additional value which adds to their professional and personal growth.</li> <li>• A firm must not offer underpaid positions of responsibility and should offer future career prospects in the company. Young Italians are not particularly likely to change jobs very often; instead, they look for companies willing to welcome them and allow them to grow professionally.</li> <li>• If companies want to retain ambitious young staff, they need to provide a welcoming and stimulating working environment. If the jobs are rewarding and the atmosphere is relaxed, there should be no reason to leave a company.</li> </ul>

### Task 1 Stimulus IN4

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"><li>• The main feature of Italian songs is a simple and catchy melodic line, often inspired by themes and dances which have their origins in traditional folklore.</li><li>• The text is frequently easy to understand, often sentimental and can generally be performed by just one instrument (piano, guitar etc.).</li><li>• Laura Pausini and Tiziano Ferro brought Italian pop music to the world as well as Domenico Modugno did with the song <i>Nel blu dipinto di blu</i></li><li>• Two names stand out: Luciano Pavarotti and Andrea Bocelli. In cinema soundtracks, the great Ennio Morricone reigns supreme.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• In the 60s, the new singer-songwriters were strongly influenced by modern Italian authors such as Umberto Saba and Cesare Pavese, and also by French chansonniers like George Brassens and Jacques Brel. They wrote highly evocative lyrics.</li><li>• At the beginning of the 1970s, Italian singer-songwriters wrote melodies which were less romantic and were influenced by American folk-rock and traditional Italian folk music. Their lyrics became increasingly focused on political and social themes.</li><li>• The classic Italian pop music personified by Eros Ramazzotti was brought up to date a few years ago by Tiziano Ferro. He was the first to re-establish the style with a more contemporary Rhythm &amp; Blues sound.</li><li>• Lorenzo Jovanotti has brought a touch of rap, hip-hop and world music to the singer-songwriters' musical heritage.</li></ul>



**Task 1 Stimulus IN5**

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"> <li>• For the past thirty years, Italian Prime Minister Silvio Berlusconi's family has controlled Italy's top national commercial TV channels, known as the Mediaset empire. His empire includes Italy's biggest book and magazine publishers and a leading newspaper.</li> <li>• As the head of the government, Berlusconi also had public service TV under his control, with the three national channels of Radiotelevisione Italiana.</li> <li>• Popular news presenters were forced out of their jobs after they became critical of Mr Berlusconi: (e.g. Michele Santoro, Enzo Biagi etc.).</li> <li>• Programmes, particularly in the field of current affairs, were manipulated in the government's favour on a daily basis.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Mediaset's channels focus on entertainment and advertising. They owe their popularity to TV series and films imported from the US, Japanese cartoons, soap operas from South America, reality and quiz shows.</li> <li>• News, politics and in general, the representation of Italian public life had a great deal of space on RAI schedules. However, over the years, RAI has modified its schedules in order to keep up with its competitors broadcasting both foreign and Italian TV series and TV movies, quiz and talk shows.</li> <li>• RAI broadcasts current affairs, political and social programs.</li> <li>• Mediaset programs are more commercial. The typical Mediaset viewer is an ordinary man, uninterested in politics and interested in the representation of everyday problems and family life that sitcoms and soap operas particularly portray.</li> </ul>

**Task 1 Stimulus IN6**

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"> <li>• Traditions contribute to create a sense of belonging, bringing families and communities together (e.g. celebrations for Easter, etc.).</li> <li>• Some traditions are passed on from generation to generation. Knowing about the history of the social group we belong to can give us a sense of pride and identity (e.g. the feast day of the town's patron saint, a local public holiday, etc.).</li> <li>• As well as attracting tourism, many regional events must appeal to the strong sense of pride Italians feel in their own town (e.g. Calendimaggio in Assisi, Palio in Siena, etc.).</li> <li>• Regional festivals in Italy are generally the events with the longest traditions. They should serve the purpose of bringing happiness, strengthening a sense of community and attracting visitors (e.g. Procession of the Mysteries in Trapani, etc.).</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Countryside festivals are a pretext for a weekend or a short holiday, particularly in small towns, where the most ancient and best known local traditions are to be found.</li> <li>• They are an opportunity to taste typical products, cooked according to the ancient recipes of the area (Festa del riso in Isola della Scala near Verona, etc.).</li> <li>• Food festivals are a smart way to advertise local produce by encouraging tourism, bringing economic benefits to its inhabitants (e.g. Sagra del torrone in Cremona, etc.).</li> <li>• Countryside festivals create jobs for local people. Small, almost unknown villages become a destination to visit, thus contributing to create wealth and promoting sustainable tourism.</li> </ul>

### Task 1 Stimulus IN7

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"><li>• Where authorities were considering shutting a local school, it is thanks to the numbers of children from immigrant families that the school survived.</li><li>• With the arrival of immigrants in rural, partially uninhabited villages, the birth rate has rocketed, avoiding the risk of them becoming ghost towns.</li><li>• Immigrants are helping to support local businesses such as butchers, grocers and bakers.</li><li>• Immigrants are responsible for setting up one in five new Italian firms and allow many other businesses to survive.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• More than 600,000 Italian citizens owe their pensions to the tax contributions of immigrants. They go towards financing pensions and public services.</li><li>• Most immigrants who come to Italy are active members of the workforce and take on jobs that are not performed by Italians.</li><li>• Learning the Italian language is a right but also a duty and migrants are required to sign up to language classes. At the same time, under-18-year-olds must be enrolled in the Italian school system.</li><li>• Italy encourages "active citizenship" by immigrants, achieved by working, volunteering and socializing in their new communities.</li></ul>

### Task 1 Stimulus IN8

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"><li>• Italian companies exploit the low-cost labour of immigrants forcing Italian workers to accept lower wages.</li><li>• The money earned in Italy by immigrants, instead of being spent in the country to support the national economy, is sent back to their countries of origin to support their families.</li><li>• Repeated episodes of violence, involving immigrants living in Italy, generate great concern in the local communities.</li><li>• Although the recent fear of Islamic terrorism has not yet hit the country it is inevitably linked to the presence of immigrants.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• For people fleeing from dictatorships and violence, there is the fear of being sent back and every encounter with the state, from the police station to the register office, is traumatic.</li><li>• Fear of violence: many immigrants suffer at least one instance of violence, from insults to beatings.</li><li>• The inclusion of migrants in the social fabric can happen through the promotion of cultural centres, schools to learn Italian and courses aimed at learning a trade (e.g. bricklayer, gardener, etc.).</li><li>• There are initiatives where migrants can tell the stories and reasons that have pushed them to abandon their countries, sharing them with the local population.</li></ul>

### Task 1 Stimulus IN9

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"><li>• The southern part of Italy was a rural economy for centuries, but agriculture has lost its dominance in the economy. Nowadays there is lower entrepreneurship and a lack of social mobility among Southern Italians.</li><li>• Southern Italians have developed a network of strong criminal organisations, with a foothold in social and political systems, that drains resources from the investment in the infrastructure and health-care systems.</li><li>• The South urgently needs funding for research and development, to encourage young graduates to stay in the South, thus contributing to ensure cultural, scientific and technological progress in depressed areas.</li><li>• It is necessary to focus on the extraordinary beauty of the area, improving the infrastructure, creating campaigns to increase tourism and business.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• People have left southern Italy, driven out by the financial crisis and by rising levels of poverty.</li><li>• The 15-34 age group accounts for the largest number of emigrants. Only farming has a few jobs to offer and industry is on the verge of disappearing completely.</li><li>• People in the South of Italy are more hospitable and friendly than northern Italians. In the South there are better beaches, tourist attractions and a wide array of wonderful and unique produce.</li><li>• Southern Italy is a world leader in green energy. The use of green energy in the South is reflected in the quality of the air. Many cities in the North have air pollution levels above the recommended quotas.</li></ul>

### Task 1 Stimulus IN10

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"><li>• One reason was the realisation that the authorities were incapable of stopping the socialist anger and violence, which spread to every part of the country.</li><li>• Everyone was calling out for the intervention of a man who would be able to restore order to the country.</li><li>• Young people were deeply excited by Mussolini and the fascists: their talks of making Italy great appealed to middle-class youths.</li><li>• For youths, fascism offered a chance to rebel against what seemed like the repetitiveness of provincial life, and the prospect of living dangerously.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• Italy was on the verge of civil war and Prime Minister Facta showed no sign of being able to curb the <i>squadristi</i> and their violence. The king simply wanted to avoid bloodshed.</li><li>• The king was unsure about the loyalty of his troops. In most places, local police and army units tended to sympathise with the <i>squadristi</i>.</li><li>• Most Italians felt that Mussolini's rise to power marked the return to order and normality after the turmoil of the post-war years.</li><li>• Throughout the country there was a deep sense of relief: no more strikes and ransacking. Moreover, many Italians had persuaded themselves that fascist extremism was regrettable but ultimately an expression of patriotism.</li></ul>

### Task 1 Stimulus IN11

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"> <li>• Censorship was a tool to silence any voices of criticism of the regime. Freedom of the press, as well as of speech and assembly were severely restricted.</li> <li>• A special tribunal was established with the task of judging the regime's adversaries without appeal. The death penalty was introduced and any Italian found guilty of anti-fascism could be sentenced to internal exile.</li> <li>• Propaganda, conducted with the most modern means of communication (radio, newspapers, cinema, and posters), extolled fascism, its leader and the order established by him.</li> <li>• The propaganda of the regime presented the Duce working tirelessly for his country and always right, in order to generate a consensus among the population.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Fascism controlled the lives of citizens with the aim of building a new kind of Italian citizen, obedient to the Duce's wishes: e.g. public employees and teachers were forced to join the party and swear loyalty to the regime.</li> <li>• The control over the life of Italians was strict even in the smallest and sometimes most ridiculous details: foreign words were forbidden; <i>voi</i> replaced <i>lei</i>; it was obligatory to participate in the celebrations of the regime and wear fascist uniform on feast days.</li> <li>• Women were encouraged to have a large number of children and to play the role of good mothers and wives. Mothers of large families were rewarded with money and from 1935, all working mothers had maternity leave insurance.</li> <li>• The fascist state tried to eliminate all those activities that could distract women from getting married early and from having children, including school, higher education and the most prestigious professions: e.g. to go to middle school, girls had to pay double the tax paid by boys.</li> </ul>

## Task 1 Stimulus IN12

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"><li>• Explosions of collective joy occurred in many towns across the country, but the most significant demonstrations took place in northern towns and especially Milan.</li><li>• Fascism had counted on considerable popular consensus for twenty years but after Mussolini's arrest, no one was ready to defend it.</li><li>• Marshal Badoglio reassured the German allies that the war continued and Italy was by Germany's side, but Italians wanted peace.</li><li>• On the announcement of the armistice broadcast by radio, on the evening of 8 September, the country fell into chaos.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• Torture, rape, public executions and the annihilation of entire communities: e.g. Marzabotto, Bove etc.</li><li>• More than 700 thousand Italian soldiers and 24 thousand civilians were deported to concentration camps in Germany between 1943 and 1945.</li><li>• Women, who represented 105,000 out of a total 250,000 Italian partisans, fought against fascism by caring for Resistance fighters, hiding Jews, acting as messengers, as well by taking part in guerrilla activity.</li><li>• The most important roles of women in the Resistance were communication and information. Women partisans were guides, cooks, and clothes menders for mountain brigades of partisans. They also served as fighters and had formal ranks.</li></ul>



## Speaking Task 2 part 1, independent research presentation

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:** La fuga dei cervelli; il vero tallone di Achille del sistema economico e sociale italiano perché gli investimenti in istruzione fatti dalla Penisola vanno persi.

Student presentation (up to 2 minutes)	Comment
<p>Vorrei parlare del problema che riguarda la fuga dei cervelli. Prenderò spunto da due articoli; "Quanto costa allo Stato e alle famiglie italiane la fuga dei cervelli. Una stima" dal sito Web "agi.it" e un articolo di Laura Garavini dal sito Web di "huffingtonpost.it" che si intitola "Non chiamatela fuga di cervelli. Gli italiani vanno all'estero per scelta".</p>	<p>Opening statement indicating topic and names of the two written sources to be summarised in the presentation.</p>
<p>Il primo articolo spiega come la fuga dei giovani laureati all'estero costi al Paese circa 14 miliardi l'anno con gravi conseguenze sulla società e sull'economia dell'Italia. Il fenomeno dell'emigrazione qualificata dall'Italia è in crescita, ma è difficile fare una stima accurata senza tenere in considerazione anche il numero di coloro che ritornano in Italia.</p>	<p>Summary of the first written source.</p>
<p>Nel secondo articolo si spiega come i giovani decidano di andare all'estero per fare nuove esperienze e non solo alla ricerca di lavoro. In paesi come la Germania il numero di giovani che emigrano è superiore a quello dell'Italia. Si spera inoltre che in futuro molti giovani che hanno lasciato l'Italia per vivere in una cultura più libera, con l'introduzione di nuove leggi sulle unioni civili e sulle coppie di fatto in Italia, non sentiranno il bisogno di andare all'estero.</p>	<p>Summary of the second written source.</p>
<p>Capisco la posizione della giornalista Laura Garavini ed il fatto che molti giovani vogliono fare un'esperienza di vita fuori dal loro Paese e lontani dalla famiglia, ma credo che il problema della disoccupazione tra i più giovani sia la ragione per la fuga in altri paesi europei, dove sono presenti maggiori opportunità di lavoro, carriera e migliori retribuzioni. L'Italia</p>	<p>Provides a personal reaction to the findings of the two written sources.</p>

dovrà offrire migliori opportunità nel campo di lavoro ai giovani qualificati se vorrà mettere un freno a questa fuga di talenti.	
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Other examples of possible questions/statements for the Independent Research Project are:

- La Buona Scuola: una buona riforma della scuola italiana?
- Silvio Berlusconi: il ritorno al potere?

