Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCE
In Italian (8IN0) 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, the examiner will 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, they will 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, they will use a 'best fit' approach for defining the band. They will 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 they have decided on a band they will then need to decide on a mark within the band. They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves 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 12 to 15 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: (responding to written language and discussion based on the Theme *I cambiamenti della società italiana*)

Four mark grids are applied to Task 1:
- responding to written language in speech (AO2)
- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

Responding to written language in speech (AO2)

This grid is used to assess the student's response to the first three questions **only**. It is not applied to the discussion that follows the questions. The first three questions assess the student's ability to understand and respond in speech to written language drawn from a variety of sources and to summarise information from written sources in speech. The written sources are the two texts on the stimulus card given to students at the start of the exam.

When deciding how to reward an answer, examiners will consult both this mark grid as well as the **AS speaking task 1: indicative content** grid for **Questions 1-3**. This can be found in the document Pearson Edexcel Level 3 Advanced Subsidiary GCE in Italian Sample Assessment Materials (SAMs). An indicative content grid 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.

Marks	Description
0	No rewardable language.
1–3	• Limited ability to summarise; over-reliance on indiscriminate repetition of source material. • Limited relevant response to questions on the texts, little evidence of understanding of the texts.
4–6	• Summary makes reference to some main points/ideas but relies frequently on indiscriminate repetition of source material. • Partially relevant responses to questions on the texts, some misunderstanding of the texts evident.
7–9	• Mostly clear summary of text, giving a generally clear outline of main points/ideas; occasional indiscriminate repetition of source material. • Mostly relevant responses to questions on the texts, showing a generally clear understanding of the texts.
10–12	• Clear summary of text, giving a clear outline of main points/ideas; avoids indiscriminate repetition of source material. • Relevant responses to questions on the texts, showing a clear understanding of the texts.

Task 1: (responding to written language and discussion based on the Theme *I cambiamenti della società italiana* (continued))

The knowledge and understanding of society and culture (AO4)

This mark grid assesses students' ability to communicate information about, and demonstrate appreciation of, different aspects of Italian culture and society. Students are also assessed on their ability to respond critically to different aspects of the culture and society by presenting and justifying points of view, developing arguments and drawing conclusions based on understanding.

When deciding how to reward an answer, examiners will consult this mark grid as well as the **AS speaking task 1: indicative content** grid for **Question 4**. This can be found in the document Pearson Edexcel Level 3 Advanced Subsidiary GCE in Italian Sample Assessment Materials (SAMs). There is an indicative content grid associated with each question. Indicative content contains points that students might use to construct their answer, though they may provide alternative responses that fulfil the requirements of the question.

Marks	Description
0	No rewardable material.
1–3	• Occasionally relevant, straightforward ideas supported by information/examples/references which are sometimes stereotypical; often loses focus on the Italian cultural and social context. • Viewpoints expressed with limited justification, arguments and conclusions limited and may be contradictory, response relies on general description.
4–6	• Relevant, straightforward ideas supported by information/examples/references, loses focus on the Italian cultural and social context in places, occasional irrelevance. • Viewpoints expressed with straightforward justification, occasional argument briefly developed, leading to straightforward conclusions.
7–9	• Relevant ideas predominantly focused on the Italian cultural and social context and supported by information/examples/references. • Viewpoints and arguments on some aspects are developed and justified, leading to some convincing conclusions.
10–12	• Relevant ideas, some of which are perceptive, consistently focused on the Italian cultural and social context and supported by information/examples/references. • Viewpoints and arguments consistently well developed and justified, leading to 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 are considered to be thoughts and opinions that give the standard, predictable responses.

Task 1 (responding to written language and discussion based on the Theme *I cambiamenti della società italiana* (continued))

Accuracy and range of language (AO3)

This mark grid assesses the 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.

Marks	Description
0	No rewardable language.
1–3	• Occasional variation of straightforward grammatical structures and vocabulary, with some repetition of expression, communication is sometimes constrained. • Accurate sequences of straightforward language, less accurate when using complex language; errors occur that often hinder clarity of communication and sometimes prevent meaning being conveyed. • Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	• Some variation of grammatical structures and vocabulary, resulting in some variation of expression; mostly straightforward language with intermittent, repetitive examples of complex and idiomatic language; communication is occasionally constrained. • Frequent sequences of accurate language, though errors sometimes occur that hinder clarity of communication and may occasionally prevent meaning being conveyed. • Pronunciation and intonation are intelligible, though sometimes inaccurate.
7–9	• Frequent variation of grammatical structures and vocabulary, with examples of complex structures and idiomatic language, frequent variation of expression; sequences of articulate communication. • Language is mostly accurate, resulting in mostly coherent speech; infrequent errors occur that may hinder communication. • Pronunciation and intonation are intelligible and mostly accurate.
10–12	• Consistent variation of grammatical structures and vocabulary, including complex structures and idiomatic language, expressing ideas in a variety of ways; articulate communication. • Language consistently accurate, resulting in coherent speech; any errors do not hinder clarity. • Pronunciation and intonation are accurate, intelligible and authentic-sounding.

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.

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 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 (responding to written language and discussion based on the Theme
I cambiamenti della società italiana (continued))**

Interaction (AO1)

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.

Marks	Description
0	No rewardable material.
1–2	• Responds to questions and statements with inconsistent spontaneity, needs regular prompting; may rely on rehearsed language not relevant to the question; sustains some of the conversation using communication strategies if necessary but often relies on the examiner's lead. • Occasionally initiates communication by developing the conversation, often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3–4	• Interacts spontaneously by responding readily to most questions and statements, with occasional prompting; sustains most of the conversation using communication strategies if necessary, some hesitation. • Frequently initiates communication by developing the conversation, occasional intervention by examiner needed; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5–6	• Interacts spontaneously by responding readily to questions and statements, able to sustain conversation, using communication strategies if necessary; minimal hesitation. • Consistently initiates communication, developing the conversation without reliance on examiner intervention; elicits points of view/checks for understanding 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:

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

The timing 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 (discussion on Theme *La cultura politica ed artistica in Italia*)

Three mark grids are applied to this task:

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

Knowledge and understanding society and culture (AO4)

This 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 to different aspects of Italian-speaking culture and society by presenting and justifying points of view, developing arguments and drawing conclusions based on understanding.

Marks	Description
0	No rewardable material.
1–3	• Occasionally relevant, straightforward ideas supported by information/examples/references that are sometimes stereotypical; often loses focus on the Italian-speaking cultural and social context. • Viewpoints expressed with limited justification, arguments and conclusions limited and may be contradictory, response relies on general description.
4–6	• Relevant, straightforward ideas supported by information/examples/references, loses focus on the Italian-speaking cultural and social context in places, occasional irrelevance. • Viewpoints expressed with straightforward justification, occasional argument briefly developed, leading to straightforward conclusions.
7–9	• Relevant ideas predominantly focused on the Italian-speaking cultural and social context and supported by information/examples/references. • Viewpoints and arguments on some aspects are developed and justified, leading to some convincing conclusions.
10–12	• Relevant ideas some of which are perceptive, consistently focused on the Italian-speaking cultural and social context and supported by information/ examples/references. • Viewpoints and arguments consistently well developed and justified, leading to convincing conclusions.

When deciding how to reward an answer, examiners should consult both this mark grid as well as the **AS speaking task 2: indicative content** which is associated with each question. This can be found in the document Pearson Edexcel Level 3 Advanced Subsidiary GCE in Italian Sample Assessment Materials (SAMs). Indicative content contains points that students might use to construct their answer, though they may provide alternative responses that fulfil the requirements of the question.

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 are considered to be thoughts and opinions that give the standard, predictable responses.

Task 2 (discussion on Theme *La cultura politica ed artistica nei Paesi di lingua italiana*) (continued)

Accuracy and range of language (AO3)

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.

Marks	Description
0	No rewardable language.
1–3	• Occasional variation of straightforward grammatical structures and vocabulary with some repetition of expression; communication is sometimes constrained. • Accurate sequences of straightforward language, less accurate when using complex language; errors occur that often hinder clarity of communication and sometimes prevent meaning being conveyed. • Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	• Some variation of grammatical structures and vocabulary, resulting in some variation of expression; mostly straightforward language with intermittent, repetitive examples of complex and idiomatic language; communication is occasionally constrained. • Frequent sequences of accurate language, though errors sometimes occur that hinder clarity of communication and may occasionally prevent meaning being conveyed. • Pronunciation and intonation are intelligible, though sometimes inaccurate.
7–9	• Frequent variation of grammatical structures and vocabulary, with examples of complex structures and idiomatic language, frequent variation of expression; sequences of articulate communication. • Language is mostly accurate, resulting in mostly coherent speech; infrequent errors occur that may hinder communication. • Pronunciation and intonation are intelligible and mostly accurate.
10–12	• Consistent variation of grammatical structures and vocabulary, including complex structures and idiomatic language, expressing ideas in a variety of ways; articulate communication. • Language consistently accurate, resulting in coherent speech; any errors do not hinder clarity. • Pronunciation and intonation are accurate, intelligible and authentic-sounding.

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
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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.

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Errors that **prevent meaning being conveyed**:
- errors that mean the listener cannot understand the message
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- 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 (discussion on Theme *La cultura politica ed artistica nei Paesi di lingua italiana*) (continued))

Interaction (AO1)

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.

Marks	Description
0	No rewardable material.
1–2	• Responds to questions and statements with inconsistent spontaneity, needs regular prompting; may rely on rehearsed language not relevant to the question; sustains some of the conversation using communication strategies if necessary but often relies on the examiner's lead. • Occasionally initiates communication by developing the conversation, often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3–4	• Interacts spontaneously by responding readily to most questions and statements, with occasional prompting; sustains most of the conversation using communication strategies if necessary, some hesitation. • Frequently initiates communication by developing the conversation, occasional intervention by examiner needed; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5–6	• Interacts spontaneously by responding readily to questions and statements able to sustain conversation, using communication strategies if necessary; minimal hesitation. • Consistently initiates communication, developing the conversation without reliance on examiner intervention; elicits points of view/checks for understanding 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:

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

The timing 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.

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

Question number	Indicative content
1	• Two-thirds of young Italians live with their parents and are no longer considered to be "mummy's boys/girls". • Young Italians do not have the necessary financial independence to live on their own. • Often the younger generations don't have a job and have to rely on the moral and economic supportof the family.
2	• The Minister of Economy, Trade and Industry in 2007
3	• Yes, to become independent a young person needs to live on his/her own. Living at home with parents is too comfortable; often the parents provide for everything and do not allow their children to mature. • No, many young adults living at home share the household chores with their parents. Young people can still have independence while living with their parents, even if they cannot afford a place of their own.
4	• Yes, the Archbishop of Genoa warned that the phenomenon is one of the biggest risks to marriage in the country today. • Yes, Italian women leave their boyfriends before getting married because of their partners' mothers, describing the situation as an addiction. Traditionally the Italian mother holds a place of particular importance in the life of her son. • No, not all Italian men are so attached to their "mamma". Many are in committed relationships, some married and some cohabitating. • No, single Italian men who live at home with their mothers because they are unemployed sometimes do not have much of an alternative.

Task 1 stimulus IN2

Question number	Indicative content
1	• Italian law doesn't allow same-sex marriages, only civil partnerships. • There are legal differences between heterosexual and homosexual civil partnerships. Same-sex couples do not have to be faithful in a civil partnership. • Same sex couples, in a civil partnership, are not allowed to adopt children, even if they are their partner's children.
2	• Adopt children.
3	• Yes, children raised by same-sex parents are twice as likely to have problems compared to those raised by heterosexual parents. They will grow up with inappropriate gender role-modelling, be bullied at school and suffer worse emotional well-being than their peers. • No, men are capable of gentle, nurturing parenting. Women are capable of setting rules and boundaries for children, while also teaching them to play football, for example. Most children with same-sex parents do not encounter more frequent or serious schoolyard bullying than other children.
4	• No, on the whole Italy is still strictly linked to the teachings of the Catholic Church that consider homosexuality to be an intrinsic moral evil. Pope Francis has stuck with the official doctrine that same-sex partnerships cannot be considered the same as heterosexual marriages but he has used more conciliatory language than his predecessors. • No, Nichi Vendola, an Italian left-wing politician and LGBT activist told an Italian newspaper that he was afraid to go out with his partner for a walk at night in Rome for fear of gay-bashing. Life for homosexuals in small towns and rural villages often remains an oppressive and secretive one. • Yes, Northern Italy is considered more open-minded and "closer to Europe". The situation has improved for gays and lesbians in Italy's big cities, which boast gay social venues and community centres. • Yes, a change in the law reflects changing attitudes towards homosexuality. Most Italians still oppose same-sex marriage but they are more approving of civil partnerships.

Task 1 stimulus IN3

Question number	Indicative content
1	• In the autumn, the Ministry of Education will introduce guidelines for the use of smartphones and tablets for classroom research and collaborative work. • Many teachers have successfully used this equipment in class. • A head teacher will give a tablet to every student in his school to provide them with a digital education.
2	• The head teacher saved money by not buying textbooks.
3	• Yes, students using a smartphone in class don't pay attention, miss instructions and grades suffer. Schools which ban the use of phones have experienced a substantial improvement in student test scores. • No, smartphones create wonderful learning potential; for example, students can engage in peer-editing using word processing on their phones, recording presentations and creating videos for science experiments.
4	• No, the Italian education system has a poor infrastructure, needs better buildings and equipment and students' performances in some regions are extremely poor. • No, the proportion of public spending on education is dramatically smaller in Italy than in other developed countries, and teaching time is less across all levels of education than the average across all levels of education in OECD countries. • Yes, Italy still offers some of the most complete teaching curricula in Europe. • Yes, the Italian Government introduced a reform of the national education and training system in July 2015 (called La buona scuola). The new law reinforces the importance of the school-work relationship and the improvement of IT skills.

Task 1 stimulus IN4

Question number	Indicative content
1	• From September, schools will open in the afternoon for extra-curricular activities. • Sport, music and drama will be on offer as well as English and digital educational activities. • One school has already started the project this summer, offering sailing and fishing courses.
2	• 50% of the schools.
3	• Yes, spending time with friends and family helps to relive the stress caused by exams and homework. • No, time spent chatting with friends, watching TV, playing computer games or practising a sport is only a distraction from their studies.
4	• Yes, doing too many hours of homework does not necessarily lead to better learning outcomes. In Italy students spend too much time doing their homework, on average 7 or 8 hours a week. • Yes, homework is a torture for Italian students. A study of the World Health Organization shows that Italian students are among the most stressed. They demonstrate disturbing behaviours such as the terror of getting sick due to the amount of homework to be done on their return to school. • No, doing homework prepares students for the final year tests. It also provides students with the opportunity to be successful in school. • No, doing homework is a great way to develop responsibilities. By being assigned work one day and knowing that it has to be done by the next day, students develop a sense of punctuality by turning their work in on time.

Task 1 stimulus IN5

Question number	Indicative content
1	• Young Italians dream of having a job in the public sector. • A nightmare job for young peopleis that of dentist due to the fact that it is a difficult profession with a long training course and it entails financial risks. • Only 1% would like to become craftsmen.
2	• This is a solution to unemployment.
3	• Yes, there are some careers that still ask for a degree (if you get a degree in medicine, for example, you will almost certainly get a job). Without a degree, finding a good and well-paid job is tough. The majority of graduates ultimately find a good career. • No, more careers are offering entry through apprenticeships; university is no longer the only path to a good career. A college or advanced degree may actually put young Italians at risk of unemployment. Italian companies actually seem to favour workers with lower levels of education.
4	• Yes, youth unemployment in Italy has risen to unsustainable rates. Today more than 37.1% of young people (men and women between 16 to 24 years of age), are unemployed or are on zero-hours contracts. • Yes, Italy, especially in times of economic crisis like this, does not invest enough in research and in higher education through its universities, forcing young entrepreneurs and researchers to "flee" abroad. • No, young Italians have struggled to get work at the best of times. Even between 2002-2010, a period in which the Eurozone was generally growing, Italy stood out with the highest level of unemployment in the EU. • No, more young people often choose higher education as an alternative to a job and this increases the youth unemployment rate.

Task 1 stimulus IN6

Question number	Indicative content
1	• A girl went for a job interview at a local drinks company. • While waiting, she saw the catalogue of the company's products and started to memorise them. • When asked why they should give her the job she started to list the first forty products sold by the firm. The panel of interviewers was so impressed that they give her the job at once.
2	• On the catalogue.
3	• Yes, to find a job, what matters is the network of people you know, which can introduce or recommend you to a potential employer. There is nothing illegal about getting a job this way; indeed it is often standard practice, especially in Italy. • No, to find a job in Italy young people need to have a clear and well-written CV which contains all relevant information, a good knowledge of English and other skills or experience that can help with their application.
4	• Yes, discrimination is still prevalent when it comes to getting a job, both in terms of position and salary. Problems at work for many women come with the birth of a child; there is a rising trend whereby women, after maternity, leave or lose their job. • Yes, in Italian companies with a turnover of more than 10 million euros, women on the board of directors represent only 14.5 percent of the total and when a female board member has to be replaced, in 85.5 percent of cases, she is replaced by a man. • No, the law introduced in 2012 on Gender quotas ("quote rosa") has broken the cycle in which power was concentrated amongst men. This has created a new-found equality of opportunity for men and women. • No, women do not choose the academic subjects that give them the necessary qualifications for a successful career, (economics, engineering, medicine, maths), they have less experience of travelling and tend to "settle down" more easily.

Speaking task 2 – 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 2 stimulus IN7

Indicative content
- Young people do not go to the opera because new productions are rare. It could also be a consequence of the fact that there is no musical education in schools and Italy's conservatoires do not seem to be able to produce a healthy stock of young singers.   - The soprano Cecilia Bartoli recently told a journalist that "opera in Italy is a museum with dusty exhibits". In the country of Verdi and Puccini, younger audiences are attracted by new works dealing with topical issues, whilst opera is seen as old-fashioned and outdated.   - Young Italians love the music of two female artists: Giorgia, one of the most iconic and famous Italian singers, with her powerful, soulful voice, and Laura Pausini, one of Italy's most popular and successful solo pop artists, who sings mainly in Italian.   - Jovanotti is an Italian singer-songwriter who performs in a more modern, international style. His music, loved by young Italians, includes a wide range of influences like hip-hop and rap as well as wider world music, but with some classical influences.

Task 2 stimulus IN8

Indicative content
• Singer-songwriters, self-accompanied on acoustic guitar or piano, often take a moral stance through the lyrics of their songs. New generations enjoy their work, both at home and in the classroom, where it is said that they are treated as poetry.
• The songs of Italian songwriters often tell stories of marginalized people, rebels or they contain a political message. Singer-songwriters' lyrics are often personal, and their creative concern is to place emphasis on the song rather than their performance of it.
• Italian songwriters were the real novelty in Italian music of the 1960s. The main features of the songwriters were: simple melodies, but not trivial. Accompaniment often entrusted to an only instrument (guitar or piano) played by the singer himself.
• Each songwriter develops a personal style inspired by the most different musical genres: from jazz to folk, from medieval music to ethnic. The new generation of songwriters stands out from the previous one for the "musical" aspect of their songs: using more instruments and enriching their melodies with sophisticated arrangements.

Task 2 stimulus IN9

Indicative content
• Reporters working in the South of Italy or Rome are particularly exposed to pressure from the mafia and other criminal groups. Six Italian journalists are under 24-hour police protection because of death threats from organized criminal organisations, most famously Roberto Saviano.
• Threats to Italian press freedom also come from politicians, with journalists increasingly opting for self-censorship due to pressure from politicians. A recent law made defaming politicians, judges, or civil servants punishable by sentences of six to nine years in prison.
• Freedom of expression is fundamental and journalists must be able to express their views freely.
• A journalist, in order to do his job well, has to write an article without losing sight of the rules and limits. He must balance the right to information with other rights and interests such as other people's reputation and privacy.

Task 2 stimulus IN10

Indicative content
- Facebook is the most popular social platform in Italian-speaking countries (97.2% of social network users in Italy are Facebook users) because it encourages dialogue, transparency and interpersonal relationships. There is also an interesting difference in behaviour amongst Italian social media users; they remain connected to Facebook for an average of eight hours per day.   - It has emerged that Italians on Facebook have a tendency to follow brands, celebrities, and radio and TV programmes. Their favourite topic, however, is politics, given the fact that 14 million people follow Beppe Grillo's page (leader of Italy's third biggest political party), La Repubblica and Zoo di 105 (a popular radio programme).   - Social media sites have changed the way we interact with each other. Sites like Facebook, Twitter, LinkedIn and others make it easy to stay in touch with other people. We can easily catch up with friends and view their statuses, photos and the videos they post.   - Social media is also a great tool for businesses or anyone trying to develop their professional network / looking for a job.

Task 2 stimulus IN11

Indicative content
- Every second Sunday in May, all childrenin Italy and in Ticino (15 March in San Marino) tend to lavish their mothers with flowers, gifts, and poems for Mother's Day, because "*la mamma*" is still the cornerstone of the home.This celebration represents the opportunity to give a special thought to their mother by showing her affection or gratitude.   - Today, Mother's Day is more widely celebrated than ever. Young or old, children strive to visit their family home in time for Mother's Day. As more children move further away, though, they send gifts and make long-distance calls. (In fact, urban legend has it that phone companies record their highest volume of calls on Mother's Day).   - Celebrations such as Halloween or Valentine's Day, created by the world of consumerism, only serve to enrich shopkeepers.   - Some festivities, like Women's Day on 8th March, have a symbolic purpose, recognizing women's economic, political, and social achievements. Without being too commercialised, it is celebrated with a simple golden blossom of the mimosa flower.

Task 2 stimulus IN12

Indicative content
- Like all Christian festivals, Easter is a fundamental celebration in Italian speaking countries. It is the most important festival other than Christmas due to the historical and cultural importance of the Catholic Church in Italy and its religious meaning. During Holy Week, throughout Italy, many people celebrate Easter with rituals, processions and more than 3,000 passion performances on Good Friday.   - The Regata Storica has always been extremely popular with both Venetians and visitors. On the day of the "Regata Storica", St Mark's Bay and the Grand Canal are packed with boats of every shape and size, filled with loudly cheering, local supporters. An unforgettable sight and a true reconstruction of the glorious past of one of the most powerful and influential Maritime Republics in the Mediterranean.   - Popular traditions are today an attraction for tourists and above all can contribute to economic development for the area. Responsible tourism is linked to the recovery of local traditions, the beauty of the natural environment, the genuineness of typical products ("Gastro-tourists" can go on vacation not only to enjoy good food but also to learn the secrets of Italian culinary art).   - In every corner of Italy there are initiatives which not only keep the traditions of the country alive, but which give impetus to tourism, increase people's knowledge of history, customs and arts (Eurochocolate Perugia, the Carnival of Viareggio, village fairs and music festivals).