

Pearson Edexcel Level 3 GCE

Time 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper
reference

91N0/03

Italian

Advanced

PAPER 3: Speaking

General Instructions to the teacher-examiner

You do not need any other materials.

- The examination consists of **two** tasks.
- The tasks **must** be conducted in consecutive order.
- Timing for the speaking assessment:
 - Task 1: 6 to 7 minutes (recommended)
 - Task 2: 10 to 11 minutes (recommended)
 - Total assessment time: 21 to 23 minutes, (16 to 18 minutes of speaking plus 5 minutes' preparation time for Task 1).
- Recommended timings have been given for each task to enable the student to complete each one in sufficient time to access the full range of assessment criteria for both tasks.
- The preparation time for Task 1 must be supervised. It must take place outside of the room with an invigilator. The preparation time must be immediately before the examination time.
- Candidates can make notes of up to a maximum of one side of A4 paper in the preparation time.
- Candidates may refer to their notes during the assessment.
- Candidates must **not** write on the stimulus.
- Candidates must **not** have access to a dictionary, or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimulus at the end of the assessment.
- Any notes made during the preparation time must be kept by the centre until the end of March in the year the assessment is completed, after which time they should be securely destroyed.
- It is your responsibility to cover all parts of each task to ensure that the candidate has the opportunity to access all parts of the marking criteria.
- It is the invigilator's responsibility to inform candidates of the two sub-themes from which they can make their choice, and for giving them the correct stimulus card based on that choice.

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Task 1 (discussion on a Theme)

- Task 1 is recommended to last from 6 to 7 minutes.
- The candidate is provided with a choice of two cards on two different sub-themes following the sequence outlined by Pearson (see sequencing grid below).
- The choice of sub-themes is told to the candidate in English by the invigilator immediately prior to the start of the preparation time, using the wording for the sub-themes provided on the randomisation grid, for example, 'You may choose "*Media*" or "*the rise of Mussolini*".'
- The candidate must not see the contents of either card until they have chosen the sub-theme, after which they will be given one of the cards.
- The preparation time must begin immediately after the candidate receives the card.

Task 1 part 1

You must:

- ask the candidate which statement they have chosen.
- ask the two compulsory questions relating to the statement (A or B) chosen by the candidate. Questions may be repeated, but rephrasing is not allowed.
- develop the discussion by asking appropriate follow-up questions relating to the subject matter on the stimulus card.

Task 1 part 2

You must broaden the discussion to cover other aspects of the overall Theme. Optional generic questions are provided by Pearson (see below). These are a guide to the questions that you should ask in order to enable the candidate to meet the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the Theme by developing and justifying arguments and forming conclusions.

Task 2 (presentation and discussion on candidate's independent research project)

It is recommended that Task 2 lasts from 10 to 11 minutes.

Task 2 part 1 (independent research presentation)

You must allow the candidate to open with their presentation on written sources used as part of their research. This must not exceed 2 minutes. Candidates are allowed to refer to their RP3 form during the presentation.

Task 2 part 2 (discussion on independent research)

After two minutes, or at the end of the candidate's presentation if this is under two minutes, you must ask follow-up questions about the candidate's presentation and then begin a wider exploration of the research as a whole in order to elicit the candidate's understanding and analysis of the cultural and social context. You should use the key findings and list of sources on their copy of the RP3 form to help them formulate their own questions. Optional generic questions are provided by Pearson as a guide to the questions you should ask in order to enable the candidate to meet the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the Theme by developing and justifying arguments and forming conclusions.

Optional generic questions to promote discussion and to enable candidates to analyse aspects of the Theme (Task 1)/analyse their chosen subject of interest (Task 2):

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

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

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

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

It is your responsibility to cover all parts of each task and ask appropriate questions to ensure that the candidate is able to access the maximum amount of marks available. You should contribute only brief opinions in response to the candidate's questions, in order to give students the maximum length of assessment time. The speaking assessment should last between 16 to 18 minutes (plus 5 minutes' preparation time) and you must ensure that timings are followed. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, you must bring the assessment to a natural end, allowing the candidate to complete their last sentence.

Sequence of stimulus cards for speaking examination: Task 1

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

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

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

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

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

Key to Advanced Level task 1 cards for invigilator

STIMULUS CARD	SUB-THEME (IN ENGLISH)
1	Changes in family structures
2	Education
3	World of work
4	Music
5	Media
6	Cultural Heritage
7	Positive impact of immigration on Italian society
8	Facing the challenges of migration to Italian society
9	North/South Divide
10	The rise of Mussolini
11	Fascism in WW2
12	From dictatorship to democracy

Pearson Edexcel Level 3 GCE

Time 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper
reference

9IN0/03

Italian

Advanced

PAPER 3: Speaking

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- Candidates must not read out whole, prepared sentences in answer to questions.
- You must then broaden the discussion to cover other aspects of the overall Theme.
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STIMULUS IN1

Task 1

Tema: I cambiamenti della società italiana

L'evoluzione della famiglia italiana

Fare le **DUE** domande che corrispondono all'affermazione (A o B) scelta dal candidato, nell'ordine prestabilito.

A. La famiglia italiana tradizionale è profondamente cambiata.

Compulsory teacher-examiner questions:

1. Secondo te, com'è cambiata la famiglia italiana tradizionale?
2. A tuo avviso, quali tradizioni familiari italiane rimangono ancora importanti?

B. In Italia continua a crescere il numero dei giovani che vivono a casa con i genitori.

Compulsory teacher-examiner questions:

1. Secondo te, perché molti giovani trovano difficile lasciare la casa dei genitori?
2. Credi che i maschi italiani siano troppo influenzati dalle mamme?

Pearson Edexcel Level 3 GCE

Time 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper
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9IN0/03

Italian

Advanced

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STIMULUS IN2

Task 1

Tema: I cambiamenti della società italiana

L'istruzione

Fare le **DUE** domande che corrispondono all'affermazione (A o B) scelta dal candidato, nell'ordine prestabilito.

A. Nel sistema scolastico italiano esistono aspetti positivi e negativi.

Compulsory teacher-examiner questions:

1. Quali credi siano gli aspetti positivi del sistema scolastico italiano?
2. Secondo te, perché gli studenti italiani protestano e si lamentano della scuola?

B. Il numero degli iscritti all'università in Italia è in calo costante.

Compulsory teacher-examiner questions:

1. Secondo te, per gli italiani andare all'università è ancora una buona idea?
2. Quali pensi siano i problemi delle università italiane?

Pearson Edexcel Level 3 GCE

Time 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper
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9IN0/03

Italian

Advanced

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STIMULUS IN3

Task 1

Tema: I cambiamenti della società italiana

Il mondo del lavoro

Fare le **DUE** domande che corrispondono all'affermazione (A o B) scelta dal candidato, nell'ordine prestabilito.

A. I giovani italiani pensano che il meccanico sia un lavoro troppo umile.

Compulsory teacher-examiner questions:

1. Secondo te, perché ai giovani d'oggi non piace fare il meccanico?
2. Credi che i giovani siano disoccupati perché non sono flessibili nella scelta del lavoro?

B. In Italia il rapporto fra donne e lavoro è ancora pieno di ostacoli.

Compulsory teacher-examiner questions:

1. Secondo te, quali sono i problemi che le donne incontrano nel mondo del lavoro.
2. Credi che esistano ancora degli ostacoli che impediscono alle donne di fare carriera?

Pearson Edexcel Level 3 GCE

Time 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper
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9IN0/03

Italian

Advanced

PAPER 3: Speaking

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STIMULUS IN4

Task 1

Tema: La cultura politica ed artistica in Italia

La musica

Fare le **DUE** domande che corrispondono all'affermazione (A o B) scelta dal candidato, nell'ordine prestabilito.

A. Lo streaming fa crescere l'industria della musica in Italia.

Compulsory teacher-examiner questions:

1. Pensi che lo streaming aiuti i cantanti italiani a raggiungere la popolarità?
2. Secondo te, com'è cambiata la musica in Italia nell'era dello streaming?

B. I talent show hanno troppa influenza sulla musica italiana.

Compulsory teacher-examiner questions:

1. Secondo te, perché in Italia aspiranti cantanti partecipano a trasmissioni come i talent show?
2. Perché alcuni italiani criticano i talent show musicali?

Pearson Edexcel Level 3 GCE

Time 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper
reference

9IN0/03

Italian

Advanced

PAPER 3: Speaking

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STIMULUS IN5

Task 1

Tema: La cultura politica ed artistica in Italia

I media

Fare le **DUE** domande che corrispondono all'affermazione (A o B) scelta dal candidato, nell'ordine prestabilito.

A. Gli italiani passano troppo tempo sui social.

Compulsory teacher-examiner questions:

1. Secondo te, quali motivi spingono gli italiani a trascorrere il loro tempo sui social?
2. Credi che gli italiani apprezzino la pubblicità sui social?

B. La grande diffusione degli smartphone ha modificato i comportamenti di molti italiani.

Compulsory teacher-examiner questions:

1. Secondo te, l'uso degli smartphone come ha cambiato le abitudini degli italiani?
2. Quali sono i principali problemi dell'era digitale per gli italiani?

Pearson Edexcel Level 3 GCE

Time 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper
reference

9IN0/03

Italian

Advanced

PAPER 3: Speaking

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STIMULUS IN6

Task 1

Tema: La cultura politica ed artistica in Italia

Il patrimonio culturale

Fare le **DUE** domande che corrispondono all'affermazione (A o B) scelta dal candidato, nell'ordine prestabilito.

A. In Italia esistono ancora feste e tradizioni barbariche dove gli animali sono vittime.

Compulsory teacher-examiner questions:

1. Secondo te, è vero che in Italia esistono delle feste dove si fanno soffrire gli animali?
2. Secondo te, bisognerebbe vietare le feste popolari che utilizzano animali e perché?

B. Le feste medioevali sono ancora importanti in Italia.

Compulsory teacher-examiner questions:

1. Secondo te, è importante mantenere vive le feste medioevali in Italia?
2. Che cosa offrono ai turisti le feste medioevali in Italia?

Pearson Edexcel Level 3 GCE

Time 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper
reference

9IN0/03

Italian

Advanced

PAPER 3: Speaking

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STIMULUS IN7

Task 1

Tema: L'Italia: una società in evoluzione

L'impatto positivo dell'immigrazione in Italia

Fare le **DUE** domande che corrispondono all'affermazione (A o B) scelta dal candidato, nell'ordine prestabilito.

A. L'immigrazione è un fenomeno positivo per l'Italia.

Compulsory teacher-examiner questions:

1. Secondo te, quali sono i benefici che gli immigrati portano alla società e all'economia italiana?
2. Credi che nei campi dello sport, dell'arte o della musica, ci siano esperienze positive di integrazione?

B. In Italia vivono tanti immigrati onesti, laboriosi e disposti a integrarsi.

Compulsory teacher-examiner questions:

1. A tuo avviso, che cosa si è fatto in Italia per favorire l'integrazione degli immigrati?
2. Quali pensi siano i vantaggi dell'immigrazione per l'Italia?

Pearson Edexcel Level 3 GCE

Time 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper
reference

9IN0/03

Italian

Advanced

PAPER 3: Speaking

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STIMULUS IN8

Task 1

Tema: L'Italia: una società in evoluzione

I problemi della migrazione in Italia

Fare le **DUE** domande che corrispondono all'affermazione (A o B) scelta dal candidato, nell'ordine prestabilito.

A. Metà degli italiani considerano gli immigrati un problema piuttosto che una risorsa.

Compulsory teacher-examiner questions:

1. Secondo te, perché in Italia l'immigrazione è considerata da molti un problema?
2. A tuo avviso, sta cambiando l'atteggiamento degli italiani nei confronti degli immigrati?

B. Italiani ed immigrati si guardano con sospetto e paura.

Compulsory teacher-examiner questions:

1. Secondo te, perché in Italia c'è un clima di sospetto e paura verso gli immigrati?
2. Quali pensi siano oggi le paure degli immigrati che vivono in Italia?

Pearson Edexcel Level 3 GCE

Time 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper
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9IN0/03

Italian

Advanced

PAPER 3: Speaking

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STIMULUS IN9

Task 1

Tema: L'Italia: una società in evoluzione

Il divario Nord-Sud

Fare le **DUE** domande che corrispondono all'affermazione (A o B) scelta dal candidato, nell'ordine prestabilito.

A. Il Nord e il Sud d'Italia sono sempre più lontani.

Compulsory teacher-examiner questions:

1. In quali aspetti della vita si notano le differenze tra Nord e Sud?
2. Secondo te, quali sono gli stereotipi sugli italiani del Nord e del Sud?

B. Oggi esistono ancora troppe differenze tra il Nord e il Sud d'Italia.

Compulsory teacher-examiner questions:

1. Secondo te, quali sono i maggiori problemi del Sud d'Italia?
2. A tuo avviso, che cosa spinge i giovani ad emigrare dal Sud al Nord?

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STIMULUS IN10

Task 1

Tema: Dal Fascismo ai giorni nostri

L'ascesa di Mussolini al potere

Fare le **DUE** domande che corrispondono all'affermazione (A o B) scelta dal candidato, nell'ordine prestabilito.

A. Nell'immediato primo dopoguerra, la situazione italiana era molto difficile.

Compulsory teacher-examiner questions:

1. Secondo te, quali erano i problemi dell'Italia dopo la Prima Guerra Mondiale?
2. Credi che nel primo dopoguerra la vita in città fosse più facile che in campagna?

B. Per raggiungere il potere, nel 1919 Mussolini ha fondato i Fasci di combattimento.

Compulsory teacher-examiner questions:

1. Cosa ha proposto Mussolini nel Manifesto dei Fasci di combattimento?
2. Secondo te, cosa ha favorito l'ascesa di Mussolini al potere?

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STIMULUS IN11

Task 1

Tema: Dal Fascismo ai giorni nostri

Il Fascismo durante la Seconda Guerra Mondiale

Fare le **DUE** domande che corrispondono all'affermazione (A o B) scelta dal candidato, nell'ordine prestabilito.

A. Nel 1940, Benito Mussolini ha deciso di trascinare l'Italia nella Seconda Guerra Mondiale.

Compulsory teacher-examiner questions:

1. Secondo te, perché Mussolini ha deciso di entrare in guerra a fianco della Germania?
2. Pensi che la guerra sia stata un disastro militare per l'Italia?

B. La vera guerra in Italia è iniziata dopo la firma dell'Armistizio.

Compulsory teacher-examiner questions:

1. Secondo te, come si sono comportati i fascisti dopo la firma dell'Armistizio?
2. In che modo i partigiani hanno aiutato a liberare il Paese?

Pearson Edexcel Level 3 GCE

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STIMULUS IN12

Task 1

Tema: Dal Fascismo ai giorni nostri

Dalla dittatura alla democrazia

Fare le **DUE** domande che corrispondono all'affermazione (A o B) scelta dal candidato, nell'ordine prestabilito.

A. Nel 1943, in Italia è cominciata la fine del fascismo.

Compulsory teacher-examiner questions:

1. Secondo te, quali fattori hanno contribuito alla caduta del fascismo?
2. Quale è stata la posizione della casa Savoia verso il fascismo?

B. Il 2 giugno 1946 è stata proclamata la Repubblica.

Compulsory teacher-examiner questions:

1. Secondo te, perché alla fine della guerra gli italiani erano contro la monarchia?
2. Cosa è successo in Italia con la vittoria della repubblica al Referendum del 1946?