



Pearson
Edexcel

Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCE
In Italian (9IN0/03)
Paper 03: Speaking

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Summer 2023

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General Marking Guidance

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

GCE A Level

Paper 3 mark scheme

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

General guidance on using levels-based mark schemes

Step 1 Decide on a band

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

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Guidance on timing of the speaking assessment

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

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

Task 1 – Discussion on a theme

Three-mark grids are applied to task 1:

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

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

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

Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material.
1–3	<ul style="list-style-type: none">• Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context.• Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.
4–6	<ul style="list-style-type: none">• Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context.• Some analysis of the cultural and social context is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7–9	<ul style="list-style-type: none">• Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context.• Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.

Suggest

Marks	Description
10–12	<ul style="list-style-type: none">• Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context.

	<ul style="list-style-type: none">• Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.
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Additional guidance

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

Ideas include thoughts, feelings, impressions, opinions.

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

Task 1 – Discussion on a theme (continued)

Accuracy and range of language mark grid

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

Accuracy and range of language (A03)

Marks	Description
0	No rewardable language.
1–3	<ul style="list-style-type: none">Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	<ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.Pronunciation and intonation are intelligible though sometimes inaccurate.
7–9	<ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.Pronunciation and intonation are intelligible and mostly accurate.
10–12	<ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.Pronunciation and intonation are accurate, intelligible and authentic sounding.

Additional guidance

Complex language is considered to include the following:

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

Variation in use of grammatical structures and vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

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

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

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

Errors that **do not hinder clarity:**

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

Errors that **hinder clarity:**

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

Errors that **prevent meaning being conveyed:**

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

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

Task 1 – Discussion on a theme (continued)

Interaction mark grid

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

Interaction (AO1)

Marks	Description
0	No rewardable material.
1–2	<ul style="list-style-type: none">• Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation.• Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3–4	<ul style="list-style-type: none">• Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation.• Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5–6	<ul style="list-style-type: none">• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.• Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.

Additional guidance

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

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

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

This constitutes questions such as:

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

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

Task 2, Part 1 – Independent research presentation

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

- responding to written language in speech (AO2).

Responding to written language in speech mark grid

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

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

Responding to written language in speech (AO2)

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

Additional guidance

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

Task 2, Part 2 – Discussion on independent research

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

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

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

Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material
1–3	<ul style="list-style-type: none">• Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context.• Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally, leading to straightforward conclusions which may be contradictory; mainly relies on description rather than analysis.
4–6	<ul style="list-style-type: none">• Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context,• Some analysis of the cultural and social context is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7–9	<ul style="list-style-type: none">• Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context.• Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10–12	<ul style="list-style-type: none">• Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the cultural and social context.• Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Additional guidance

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

Ideas include thoughts, feelings, impressions, opinions.

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

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

Accuracy and range of language mark grid

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

Accuracy and range of language (A03)

Marks	Description
0	No rewardable language
1–3	<ul style="list-style-type: none">Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	<ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.Pronunciation and intonation are intelligible though sometimes inaccurate.
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Additional guidance

Complex language is considered to include the following:

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

Variation in use of grammatical structures/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).

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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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- mother-tongue interference.

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

Interaction mark grid

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

Interaction (AO1)

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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.

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

Speaking task 1 – Indicative content

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

Task 1 Stimulus IN1

Statement	Indicative content
A	<ul style="list-style-type: none">• The reduction is in part due to the significant changes in the female population of fertile age, conventionally set between 15 and 49 years.• The decrease in birth rates is strongly influenced by the decrease in marriages and the decline of the traditional nuclear family.• The introduction of various measures to support families with children like babysitting vouchers, kindergarten vouchers and various maternity allowances.• 1000 euros per month to an Italian couple who give birth to a child would be a very powerful incentive and could also reverse the trend of the birth rate.
B	<ul style="list-style-type: none">• The main cause is always divorce or separation.• The prejudices against single mothers have disappeared. Single mothers are no longer mothers considered "unfortunate", "abandoned" and relegated to a situation of solitude and compassion, as they once were.• In families with single mothers as head of the family there is a greater risk of poverty, because women workers have lower earnings, lower pensions and a higher incidence of child custody in the case of divorce.• Some single mothers have a difficult economic and social situation: some of them live in conditions of absolute poverty or they spend more time at work, away from home. However, a large proportion of single mothers are quite satisfied with their lives.

Task 1 Stimulus IN2

Statement	Indicative content
A	<ul style="list-style-type: none">• The curriculum is still too academic and notional.• Teaching methods are too didactic and not very interactive and engaging, keeping pupils between six and eighteen years of age seated for long hours in environments that are often depressing.• Daily school time should be extended in the afternoon, at least up to 13-14 years of age, to give everyone greater equality of opportunities.• It is necessary to think of a school in which not only traditional lessons are held, but also interactive and interdisciplinary "educational activities".
B	<ul style="list-style-type: none">• Distance learning, in Italy, suffers mainly from the digital limitations of infrastructure. Some families do not have an internet connection, some do not own tablets or PCs or must share them.• There are still teachers who do not believe in digital and distance learning.• Students could review a video lesson from their teacher or have a platform available for further study at home. Hypertexts and videos, digital books, applications and school software could also be made available.• The use of technology in schools plays an important role in the training of future generations. One of the requirements most requested today by the world of work is digital competence, that is, the ability to process information, create new content, communicate and know how to solve problems.

Task 1 Stimulus IN3

Statement	Indicative content
A	<ul style="list-style-type: none"> • Some workers complain of a feeling of isolation and they feel there is a danger of working longer hours from home, well beyond what should be the hours of a normal working day at the office. • The lack of investment in technology and training in the use of digital platforms can be a barrier. • The worker has more autonomy, greater responsibility and can put his or her skills to good use in a more creative way. • A flexibility that allows workers the freedom to choose their office hours.
B	<ul style="list-style-type: none"> • The new digital professions have become more and more specialised. In this field we find figures such as the '<i>SEO consultant</i>', who deals with optimising the web content published online, the '<i>digital marketing manager</i>', who manages and coordinates internet marketing activities and the '<i>data scientist</i>', who analyses and interprets data in order to make it available to companies or third parties. • In times of crisis when the unemployment rate is high, some have carved out a profession that didn't exist before such as the '<i>codista</i>' the job of those who "queue" on behalf of others or even the '<i>voyager designer</i>', who tailors trips or holidays designed for his or her clients down to the smallest detail. • Salary and career are two basic elements but many young Italians first consider other factors: namely an open and collaborative working climate, the presence of large corporate benefits, awareness of the environment, the possibility of flexible working arrangements and working on innovative projects. • Innovation matters more than ever. The possibility of working in an environment where digital transformation matters is important for many young people.

Task 1 Stimulus IN4

Statement	Indicative content
A	<ul style="list-style-type: none">• Young people listen to music when they are happy, to increase the feeling of well-being.• Young people listen to music when they are travelling, even on their way to school, to alleviate boredom and emptiness or when they are down, to promote relaxation.• The most important phenomenon concerns rap and trap, which is growing rapidly especially in the 16-24 age group. After the success of Fabri Fibra a mainstream rap phenomenon has been created with artists such as Emis Killa, Salmo, Clementino, Vacca, Rocco Hunt and Moreno.• Pop music remains extremely popular in the Peninsula: many young people prefer this music genre to international artists. Laura Pausini, Eros Ramazzotti, Zucchero are among the leading exponents of Italian pop.
B	<ul style="list-style-type: none">• In the nineteenth century, the great Italian opera season was very famous. Among the main protagonists were Rossini, Bellini, Donizetti, Verdi and Puccini, whose works are still performed all over the world.• Neapolitan songs became famous, thanks to authors such as Salvatore di Giacomo and Ernesto Murolo. Some songs are still very popular today, and several have also been translated into a foreign language. The song 'O sole mio, is considered by many to be one of the most famous songs in the world.• Italian music is not listened to outside of Italy. The music sector is confined to the national territory or in some cases to that of neighbouring states such as Switzerland, but in 2021 the Italian rock-pop quartet Måneskin with their Eurovision entry <i>Zitti E Buoni</i> has hit the charts in many countries across Europe.• Listeners abroad are mainly interested in the great Italian hits of the past and only more recently the hits of the present. To promote Italian music abroad, the 'Italia Music Export' initiative was created to help artists and professionals in the sector to cross national borders.

Task 1 Stimulus IN5

Statement	Indicative content
A	<ul style="list-style-type: none"> • The question is not that teenagers no longer read; they simply no longer buy newspapers; they prefer to use other media, perhaps faster and more easily available, even at zero cost. • Most newspaper articles speak to an adult audience and therefore younger people are likely to struggle to find useful information. • Newspapers should offer more articles designed for young people and therefore meet their interests; less politics and more topics related to culture and society. • It might be possible to encourage young people to read the newspapers by using simpler and more comprehensible language when reporting on the most important news.
B	<ul style="list-style-type: none"> • There are those who watch TV series such as the one based on Camilleri's '<i>Montalbano</i>' novels, which is the most watched TV programme by number of viewers bearing in mind the broadcast of repeats. • There are those who prefer to watch a movie on the TV rather than go to the cinema. For example, Roberto Benigni's masterpiece, "<i>La vita è bella</i>", winner of three Oscar Awards, when it was broadcast on Rai 1, was watched by more than 16,000,000 viewers. • There are consumers who prefer to maintain a traditional spectator approach with TV, passively following what is offered by the classic television schedule, respecting precise times and perhaps consulting the list of television programmes; in this case consumers use a normal TV. • There are consumers who want to decide for themselves which programmes to watch, deciding the time, the genre and the type of technological support to use to watch their favourite show; in this case, they use smart TVs or tablets, smartphones, PCs and other devices.

Task 1 Stimulus IN6

Statement	Indicative content
A	<ul style="list-style-type: none"> • Republic Day is celebrated on 2nd June each year. The official ceremony includes the solemn flag-raising ceremony at the '<i>Altare della Patria</i>' and the tribute to the Tomb of the Unknown Soldier with the laying of a laurel wreath by the President of the Italian Republic. After the rendition of the '<i>Il Canto degli Italiani</i>', the '<i>Frecce Tricolori</i>' cross the skies of Rome. All the Italian Armed Forces then take part in a military parade. • May Day continues to be a celebration to commemorate workers and everyone's right to work. It is celebrated with parades and events throughout the country and with a concert in Piazza San Giovanni in Rome, also known as the May Day Concert. • The celebration of a civil national holiday is an event that involves citizens as members of a state and, keeping alive the memory of the past and history, strengthens the sense of belonging to one's own nation. • Through civil holidays, young people can understand and learn what the historical event or the occasion they celebrate represents. Liberation Day on 25th April, for example, celebrates the end of the fascist regime and the end of the Nazi occupation of Italy.
B	<ul style="list-style-type: none"> • The Night of the Tarantula is focused on the Pizzica, a popular folk genre in Salento, and takes place in various municipalities in the province of Lecce. It gives great importance to the folk music tradition of the Taranta and the Pizzica, and it is a major contributor to tourism in Apulia. • Ferragosto coincides with the Catholic feast of the Assumption of Mary; celebrations are organised all over Italy around this day, often including music, food, parades, or fireworks. • Many festivals are pleasantly revisited with new activities and with public shows, which often intertwine historical re-enactments or typical customs, also guaranteeing fun, thanks to rich programmes of events and the inevitable fireworks. • At the seaside or in the mountains, in the alleys of the town or in the city squares, these holidays are often linked to popular saints, patrons or the Virgin Mary, and are experienced with passion by locals as well as tourists.

Task 1 Stimulus IN7

Statement	Indicative content
A	<ul style="list-style-type: none"> • The economic sectors in which immigrants are most present are agriculture and construction. Immigrants contribute significantly to the economy of the country, which needs 150 thousand new immigrants per year. • Many immigrants work as housekeepers and carers and this has highlighted the importance of foreign labour in some sectors, such as primary and personal care. • To support the economy, the Italian government has introduced new measures to legalize the status of some illegal immigrants living in Italy. Investing in the future of immigrants also means investing in the future of the economy of the country. • By offering an amnesty to employers in certain sectors who employ foreign nationals illegally, granting them a residence permit, fair wages and health insurance.
B	<ul style="list-style-type: none"> • Cultural enrichment: migration offers a cultural, moral and religious opportunity; a trait of the new intercultural and inter-religious society of the third millennium. • Demographics: Italy is the country in the world with the highest proportion of old people in its population. The demographic balance of the Italian population is guaranteed not by Italian women but by immigrant women. • The path leading to integration is long and difficult but there are positive examples of integration, for example immigrants that have allowed some municipalities to keep schools open, stop depopulation, give jobs to residents and retain young people. • Integration is a reality. A Pakistani teacher gives English lessons to Caltanissetta traffic police. In Bologna, two young immigrants create news reports thanks to the collaboration of two local television stations. In Martina Franca, a group of refugees produce multimedia audio guides and invent applications for sustainable tourism.

Task 1 Stimulus IN8

Statement	Indicative content
A	<ul style="list-style-type: none">• The attitude of Italians towards immigrants who arrive in the country is becoming less and less tolerant. Mistrust and, in certain cases, hostility, is on the rise.• The concern for the new flow of immigrants arriving in the country is accentuated, showing a specific and widespread aversion towards those who come to the country as illegal immigrants.• Some Italians think that most of the crimes in Italy are committed by immigrants whilst others consider it too dangerous to welcome migrants because they represent a serious terrorist threat.• Some Italians fear the loss of their national cultural identity. Immigrants are seen as cultural invaders, custodians of archaic and uncivilised customs.
B	<ul style="list-style-type: none">• Some immigrants live in informal settlements and have limited access to basic services such as medical care, shelter, food and clean water for the entire period that they are in Italy, regardless of their legal status.• Immigrants are living on the margins of society because of an inadequate reception system and harmful border policies.• Italy allows people to convert a short-term residency permits into longer-term residency permits based on employment. This will help prevent people falling into undocumented status.• In most cities, there is a close cooperation between local government and the NGO sector on integration initiatives. This highlights one of the main characteristics of Italian immigration policy: when there is a lack of intervention from the central government, associations and the NGO sector have risen to the fore.

Task 1 Stimulus IN9

Statement	Indicative content
A	<ul style="list-style-type: none"> • The North, bordering on other countries, can trade well with them. Between the Alps and the Apennines lies the Po Valley, a vast fertile plain which is the main centre of commerce in Italy. • The South is far from other countries and is essentially surrounded by water. There is a higher risk of frequent earthquakes in the South, so it is more difficult to build infrastructure to support the economy. • The North receives a percentage of public expenditure much higher than the South: around 4 thousand euros per person. In terms of aid to families, thirty million euros are spent in Campania, two hundred million in Veneto and two hundred and fifty million in Lombardy. • The government removes investments from the South to satisfy the North. The expenditure on infrastructure in the South has practically been zeroed out. There is a high-speed train every twenty minutes between Milan and Turin and not even one a week from Naples to Bari or from Naples to Reggio Calabria.
B	<ul style="list-style-type: none"> • An example is the field of health: in the regions of the South, health expenditure per capita is lower than the country's average. This translates into less availability of medical care, shorter hospital admissions and longer waiting times. • Investments in cultural activities are also affected by the wealth of citizens. Those who invest more money in culture live in the North, in contrast with the south where there is a phenomenon of real cultural exclusion. • The bond with the family and the love for food, fashion, cars and football. • Being the owner of a home is a typical trait of many Italians, regardless of where they live.

Task 1 Stimulus IN10

Statement	Indicative content
A	<ul style="list-style-type: none">• Workers, especially those in the northern industries, reacted to the closure of the factories and the decrease in wages with a long series of strikes.• The dissatisfaction of war veterans and farmers became a cause of great instability. Discontent also affected women, who during the war had replaced men in factories and who now had to leave their jobs.• Mussolini, a ruthless and ambitious politician, tried to take advantage of the general discontent by founding a new party promising to return order to Italy.• Mussolini, taking advantage of Italy's difficult social and political situation, sought support from all social classes to transform his party into a large political movement.
B	<ul style="list-style-type: none">• The attitudes of belligerent patriotism reconciled the sympathies of many ex-soldiers, often unemployed, to fascism.• Mussolini's movement managed quickly to gain the support of nationalists, the ruling class and the lower middle classes impoverished by inflation and suspicious of left-wing parties.• Town halls, trade union centres, trade unionists' homes, headquarters of organisations and newspapers of the left-wing and the Catholic world were systematically vandalised and set on fire.• Socialist militants were subjected to violence and humiliation and were often forced to leave the country.

Task 1 Stimulus IN11

Statement	Indicative content
A	<ul style="list-style-type: none">• Cinematography was considered the strongest weapon and, in the cinema, before each show, newsreels were shown, illustrating the achievements of the regime.• The free time of the Italians and their children was also organised through the '<i>Case del Fascio</i>' and the '<i>Dopolavoro</i>', in which propaganda was interspersed with a series of distractions such as lotteries, sports competitions and trips to pleasant locations.• The defeats in the Mediterranean and in the military campaigns of Greece and Africa, which had been announced with a great display of war rhetoric, provoked a furore amongst the military leaders and the civilian population.• The bombings that began to destroy cities and hit the civilian population began to demonstrate how unrealistic the warrior image created by propaganda was. Italians were beginning to believe that Mussolini had trapped them in a senseless adventure.
B	<ul style="list-style-type: none">• Life was no longer the same and people lived in fear. Fascist boys who were only twelve or thirteen and all dressed in black uniforms, wandered the streets with rifles in hand and cruelly shot at those who did something wrong in their eyes.• There were raids, and young people had to run away or hide in order not to be captured and taken to Germany, to concentration camps.• The first groups of partisans gradually formed around the disbanded soldiers with the aim of bringing down the dictatorship. The fierce German reprisals (the first in Boves, in the Cuneo area) only encouraged other young people to fight against the occupiers.• Mussolini's militias often helped the Germans in the raids and were responsible for numerous war crimes. Some formations of CSR, such as the "Koch gang", behaved like real criminal gangs who resorted to extortion and blackmail.

Task 1 Stimulus IN12

Statement	Indicative content
A	<ul style="list-style-type: none"> • Italy's situation in 1945 was no better than that of other European states. Transport, industry and housing had suffered serious damage and the living conditions of the population were difficult: poverty, hunger and unemployment were daily realities. At the same time, the economy recovered only very slowly. • Italy was shaken by tensions and political violence. The political debate focused on the purge of public administration staff and private companies compromised by fascism. The expectations of change amongst the population resulted in bitter social struggles often countered by force. • In June 1946, after the long electoral silence of the years of the fascist dictatorship, Italian citizens were called to the polls to choose between monarchy and republic, and to elect the Constituent Assembly which would have had the task of writing the Constitution. • It was a historic event because for the first time in Italy, women exercised their right to vote. Never before had women been given any weight in the political life of the country.
B	<ul style="list-style-type: none"> • The nation thought that Italy had been severely punished, even though in the last two years of the conflict they had fought alongside the Allies. Italy's status as a "co-belligerent" state had not erased the hatred that some victorious nations, especially France, Great Britain and Yugoslavia, showed towards Italy. • Italians felt a generalised sense of bitterness and "further" defeat when they were forced to accept the division of Trieste into two areas and the handing over of Istria to Yugoslavia, the renunciation of territorial possessions in Albania, Libya, Eritrea and the Dodecanese, keeping only the trusteeship administration of Somalia for a decade. • The economic reconstruction took place thanks to various factors, including UN international aid and the Marshall Plan, an economic and financial aid plan put in place by the United States to support the European recovery. • Allied support, once Italy had joined the European Recovery Programme in 1948, allowed a renovation of the main industrial sectors, which were able to adopt American machinery and production methods, laying the foundations for economic and social revitalisation.

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

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

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

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

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

- Il giornalismo italiano su internet non è autorevole.
- L'Italia può chiudere i porti alle navi delle ong?
- **Independent research question or statement:** Borsellino e Falcone: eroi antimafia.

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

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