



Pearson
Edexcel

Mark Scheme (Results)

Summer 2024

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2024

Question Paper Log Number 72522_72523

Publications Code 9GN0_02_2406_MS

All the material in this publication is copyright

© Pearson Education Ltd 2024

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.

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 students' 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.

A04mark grid continues on next page

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.• Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.
-------	---

Additional guidance

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

Ideas include thoughts, feelings, impressions, opinions.

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

Task 1 – Discussion on a theme (continued)

Accuracy and range of language mark grid

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

Accuracy and range of language (AO3)

Marks	Description
0	No rewardable language.
1–3	<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 (A01)

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

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and 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 to what they can say, they may not be able to express themselves for all purposes, for example to develop arguments.

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

Errors that **do not hinder clarity:**

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

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood) or errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and 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 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 (A01)

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.

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 family in Italy is continually called upon to provide solutions to many problems - from poverty and youth unemployment to the care of children, frail elderly people, people with disabilities.• The family unit represents a stable and reliable reference point to refer to in difficult situations: in the face of an uncertain future, the family represents a fundamental certainty.• Young people are slow to become autonomous; divorced fathers are too often absent.• Women are not having children or do not have enough time to care for family members; femicide is on the increase in couple relationships.
B	<ul style="list-style-type: none">• There are extended families with their children still living at home; reconstituted families who have difficulty in integrating to provide greater harmony and 'de facto unions', those between same-sex couples.• The number of marriages has decreased with divorces increasing. One third of families are single-parent.• Many young Italians consider the family an essential pillar of their life with marriage being a fundamental part of it.• The father figure has lost relevance in the lives of young people, who on the contrary consolidate the privileged bond with the mother.

Task 1 Stimulus IN2

Statement	Indicative content
A	<ul style="list-style-type: none">• '<i>La bocciatura</i>' is an expensive way to deal with the problem of failure: by repeating the year, the probability that students will leave school earlier increases.• Pupils from a disadvantaged socio-economic background are more likely to repeat the year with the real risk of distrust in education and demotivation prevailing.• Exams are practically useless. Employers are not interested in the results of the exams, but in the skills acquired.• Universities no longer care about grades in the exams, in the past recognised as a university entrance qualification, and have additional admission requirements.
B	<ul style="list-style-type: none">• The educational system should encourage research, innovation, and digital skills. Environment and ecology should become school subjects.• Foreign languages and technological training, would increase the chances of employment.• The Italian educational system is too traditional and is in many ways outdated. The programmes are old and too abstract.• Pupils do not learn to apply knowledge and skills to new situations, but only to repeat what they are told by the teacher who stands at the front of the class and imparts knowledge to the entire classroom.

Task 1 Stimulus IN3

Statement	Indicative content
A	<ul style="list-style-type: none">• Family businesses succeed because of the owners' flexibility, quick decisions and willingness to plan and invest for the long term, even in bad times. This also encourages loyalty from employees.• The secret of success of family-run businesses is the attachment to social values and traditions when dealing with employees. Family-run businesses are focused on providing security for children and grandchildren.• One of the advantages of family businesses is represented by the values that the team, grown under the same image and the same convictions, can have.• One of the most frequent disadvantages of family businesses is lack of commitment. "It's my parents'" or "It's their dream, it's not what I want for me", are often testimonies of those who are forced into a role.
B	<ul style="list-style-type: none">• Graduates have skills that are too specialised or theoretical and they can be over-qualified for the job market they enter.• This is partially due to the subjects that Italians choose to pursue at university. Humanities degrees don't meet the market demands, which favour engineers over, for example, history graduates.• A graduate in Italy starts working full-time at least 12 months after graduation. The brain drain is a problem that creates economic and social damage to the country because few come back to work in the country once experience abroad is gained.• Many young people leave because they do not find job offers that can meet their expectations. It is easier to find a better paid job abroad.

Task 1 Stimulus IN4

Statement	Indicative content
A	<ul style="list-style-type: none">• Artists known abroad are the Måneskin the Italian rock sensation and other Italian artists such as Eros Ramazzotti, Laura Pausini, Jovanotti, Tiziano Ferro, Zucchero Fornaciari, who have collaborated with foreign artists.• Among the most loved and recognised Italian artists in the world are opera singers such as Luciano Pavarotti, who sang with Bono and Andrea Bocelli, who sang with with Céline Dion.• Italian music has now lost its genuine originality, its traditional sounds and is opening up to new, more popular and commercial genres.• Italian hip hop and rap have been influenced by American rap artists and by the first American documentaries on hip hop.
B	<ul style="list-style-type: none">• Expensive tickets, lack of culture and music lessons in schools.• Young people are not used to listening to opera because it is rarely broadcast on radio or TV.• Free performances; collaboration projects between schools and orchestras and concert halls; the teaching of a musical instrument• Encouraging young conductors and directors, making classical music a contemporary art.

Task 1 Stimulus IN5

Statement	Indicative content
A	<ul style="list-style-type: none"> • In recent years television has adapted to new technologies (such as smartphones and tablets) and new distribution platforms that allow viewers to see content on demand (such as Netflix). • One of the phenomena made possible by social media TV is binge watching: watching episodes of a TV series one after the other in the same session. Currently smart TVs can be connected to the Internet to allow viewing of streamed content. • Italians consider TV a medium capable of involving and making the viewer the protagonist. They prefer to watch mainly movies and TV series, sporting events, reality and talent shows such as, for example, the X Factor program, where viewers can vote and comment live on the performance of the singers in the competition. • Italian teenagers continue to prefer television to social networks and place it at the top of their "mass media diet". In fact, the small screen remains by far the most popular medium among those aged 14 to 19. TV programs are used by young people to better understand the world and relationships.
B	<ul style="list-style-type: none"> • A large percentage of Italians are Internet users and connect almost every day. Many no longer read traditional daily newspapers. • Adults are assimilating media tastes typical of younger people. They use social networks, messaging services and Smart TVs with ease, just like their children. • The spread of digital technology facilitates fake news. The trend towards lower confidence in the news has increased in recent years: online information sites and social networks have lost credibility. • For many Italians the main problem of the internet is the spread of violent behaviour; from cyber-bullying to slander and online intimidation, not to mention the issue of protecting privacy.

Task 1 Stimulus IN6

Statement	Indicative content
A	<ul style="list-style-type: none">• Each city has its own traditions for Carnival that can involve the organization of parades, floats, masquerade parties, musical performances.• The Italian Carnival is well-known for its regional and traditional masks, each with its own amusing and immediately recognisable features, e.g., Arlecchino to Pulcinella to name two of the most famous characters.• Some Italian Carnivals are truly spectacular, they are historical celebrations and are famous all over the world: e.g., the Carnival of Ivrea.• Every year, the Venice Carnival attracts visitors from Italy and abroad who admire the costumes and entertainment laid on.
B	<ul style="list-style-type: none">• On Easter Sunday every year, Florence celebrates the religious holiday in a very special way with the 'Scoppio del Carro', (Explosion of the Cart).• 'La Festa del Redentore' in Venice attracts thousands of visitors. It is held on the day of the Feast of the Most Holy Redeemer to give thanks for the end of the terrible plague of 1576.• These festivities are pleasantly revisited with new tricks and public shows, which often intertwine historical re-enactments or typical customs, also guaranteeing fun, thanks to rich programmes of events and the inevitable fireworks.• The motivation that attracts tourists to religious festivals in Italy, in addition to the desire to discover the riches of the artistic and cultural heritage is also the desire to see new places and the curiosity to find out about the ways and customs of the place.

Task 1 Stimulus IN7

Statement	Indicative content
A	<ul style="list-style-type: none">• Roads are repaired again, schools reopen, the jobs of postmen, bank and municipal employees are saved.• Shops are revitalised by immigrants reopening old businesses.• Immigrants are a resource; by working they contribute to Italy's GDP; they pay taxes and other contributions.• Immigration will be essential in the face of an ageing population; it is expected that in 2050 the number of over-60s will be double that of today and migration will play an essential role in supporting the social welfare system.
B	<ul style="list-style-type: none">• Migrants contribute to the adverse demographic dynamics of the country, actively participate in the labour market and the formation of GDP and contribute to the sustainability of the Italian social security system.• The sectors in which immigrants contribute most to the formation of added value are Hotels and restaurants, construction and agriculture. All this reveals the structural and indispensable contribution of migrants to Italian society and economy.• The opening of ethnic restaurants leads to a more varied gastronomic experience for Italians.• Immigration brings greater creativity in art and music and enhances sports such as football, due to the many foreign players associated with Italian teams.

Task 1 Stimulus IN8

Statement	Indicative content
A	<ul style="list-style-type: none">• Because of immigration, many Italians believe that crime has increased in cities.• Many fear that immigrants in Italy do not respect the rules, language and culture of the country, with a tendency to force Italians to adapt to their culture.• Public opinion does not seem to have changed much, Italians express concern about the migration phenomenon: most of the population thinks it has a negative impact on the country, especially considering the poor job prospects for Italians.• Despite concerns about the management and impact of migration, most Italians do not adopt an extremist stance towards migrants. Many Italians remain welcoming to foreigners, including immigrants and refugees.
B	<ul style="list-style-type: none">• Among Italians, in recent years, the phenomenon of emigration for work has tended to grow, due mainly to necessity rather than choice, because in Italy they do not have a future.• Many young people feel themselves to be citizens of the world and have left Italy because they consider it uninspiring, provincial and too traditional.• Many people feel strangers at home when they return to Italy for short periods. Their real home is in the country where they have put down their new roots.• Some who have emigrated see Italy as a nice vacation spot; a country full of art, culture and beauty. They remain proud to be Italian but want to stay away.

Task 1 Stimulus IN9

Statement	Indicative content
A	<ul style="list-style-type: none"> • Life expectancy in Italy reveals a 'health gap' between North and South. Someone in the northern province of Trentino can typically expect to live three years longer than a compatriot in southern Campania. • Southern Italy has seen higher rates of children leaving school after Year 9. Most dropouts enter the workforce, but it is usually within the black market, which then feeds into a cycle that keeps the underprivileged vulnerable. • Improve infrastructure, from transport to construction. Even with the high-speed rail network, the South remains behind the North. • The government must bring a wave of innovation to the South, for example, by transforming the current secondary sector into Industry 4.0. that is meant to create new business models, increase productivity and improve the production quality of industries.
B	<ul style="list-style-type: none"> • Northern Italy is full of fascinating places loved by the whole world, vibrant cities, enchanting lakes and the Alps. • There is a wide variety of things to do in Northern Italy including cycling, hiking, skiing, summer sports like paragliding and canyoning. • The South has natural and cultural resources that represent real treasures that should be more widely advertised, e.g., the archaeological sites of Pompeii and Herculaneum in Campania and The Valley of the Temples in Sicily. • Southern Italy is not only sea, but also history, wine and food, landscape, cities of historical interest and mountain resorts. The regions of the South, to attract tourists, must aim for uniqueness because the tourist does not simply want a product or a service, but an experience!

Task 1 Stimulus IN10

Statement	Indicative content
A	<ul style="list-style-type: none">• Italy had emerged from World War I in a poor and weakened condition and, after the war, suffered inflation, massive debts and an extended depression. Strikes, squatting on agricultural land, and violence and intimidation push Italy towards anarchy.• The Biennio Rosso took place in a context of economic crisis at the end of the war, with high unemployment and political instability. It was characterized by strikes, mass worker demonstrations and factory occupations.• The government remained calm, avoiding the use of force against strikers.• The government convinced workers and business owners to come to an agreement. The entrepreneurs granted salary increases and accepted a union control in the factory and the workers stopped striking.
B	<ul style="list-style-type: none">• Fascist squads dressed in black-shirted uniforms used systematic violence to destroy Socialist and Catholic labour unions and party newspapers.• Thousands of people were beaten, killed, or forced to drink castor oil and forced to leave their towns.• The Fascists had become a major political force, backed not only by landowners but also by many members of the urban middle classes, including students, shopkeepers, and clerical workers.• The Fascist movement built a broad base of support around the powerful ideas of nationalism and anti-Bolshevism.

Task 1 Stimulus IN11

Statement	Indicative content
A	<ul style="list-style-type: none">• Mussolini used many different forms of media to communicate his ideals. Perhaps the most effective of these was the use of posters: these were a great way of portraying at a glance how great Mussolini was supposed to be.• Newspapers and cinema were used to try and control the thinking of the Italian people. During the Fascist era in Italy, the state-controlled L'Unione Cinematografica Educativa (LUCE) produced newsreels and documentaries promoting the regime's achievements.• In 1942 a deep crisis of distrust of the regime began to spread in Italy. Italian troops were defeated, cities were victims of numerous airborne attacks and food was rationed.• Italians realised that the dictatorship had brought Italy to the brink of military disaster and that the image of victory that fascist propaganda was depicting was false.
B	<ul style="list-style-type: none">• Fascist propaganda liked to denounce the slim, sophisticated modern woman and idealised the rounded, maternal, submissive wife and mother, but Italian women were unwilling to accept their appointed position in society during the fascist regime.• The regime was most effective in keeping women out of 'professional' or 'white-collar jobs'; women who had a university education could rarely find jobs which matched their skills and qualifications.• The departure of millions of men for the front created unprecedented areas of employment for Italian women to fill.• Women were given job roles in the textile and clothing industries and also in the food and transport industries. Factories also opened the doors to women to replace men and to support the war effort.

Task 1 Stimulus IN12

Statement	Indicative content
A	<ul style="list-style-type: none"> • When the radio announced that Mussolini had been deposed, most Italians were happy and greeted the news with relief, thinking that the war was over. • There was no demonstration in favour of Mussolini and even his own fascists were glad to see the end of his disastrous rule. • The King and his government fled south to Brindisi, leaving Rome to the Germans and the country in chaos and disarray. • Confusion reigned among Italian troops; thousands deserted while some joined the Resistance. Other troops refused to obey German orders to give up their arms, and thousands were shot or deported.
B	<ul style="list-style-type: none"> • Italy emerged from the war exhausted. Many towns and villages had been heavily damaged or destroyed. Basic infrastructure had been destroyed and the destruction of the transport system meant that it was difficult to get goods into the cities where they were needed. • After the war there were shortages of everything. Without American food, Italy would have starved. Italy was hit by heavy inflation and the devaluation of the lira made economic recovery almost impossible. • The royal family was forced to leave the country when a referendum decided in favour of a republic by a margin of 54 percent to 46. • A Constituent Assembly was elected by universal suffrage—including women for the first time—to draw up a new constitution.

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: C'è davvero una "emergenza femminicidi" in Italia?

Student presentation (up to 2 minutes)	Comment
<p>Vorrei parlare del problema che riguarda il numero di donne uccise ogni giorno in Italia, conosciuto anche come femminicidio. Prenderò spunto da due articoli; "Femminicidio in Italia: i numeri" dal sito Web "www.unadonna.it" di Daniela Melis e un articolo dal sito Web "www.ilmessaggero.it" che si intitola "Femminicidi, 39 casi nei primi sei mesi dell'anno: aumenta l'età delle vittime".</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 il femminicidio sia un crimine efferato commesso sulle donne in quanto "donne". La giornalista spiega che secondo i dati dell'Istat, nella maggior parte dei casi il femminicidio è commesso dal partner (marito o compagno) e si chiede come bloccare questo terribile crescendo di violenza di genere.</p>	<p>Summary of the first written source.</p>
<p>Nel secondo articolo si spiega che se i casi di femminicidio sono in lieve calo è invece aumentata l'età delle vittime. Il dato più eclatante riguarda l'età media, decisamente matura, delle vittime: sono 13 su 39 quelle over 70. L'articolo denuncia il fatto che i numeri dei femminicidi sono quelli di una strage.</p>	<p>Summary of the second written source.</p>
<p>Capisco la preoccupazione espressa nei due articoli perché, anche se associazioni, organizzazioni internazionali e locali, enti e ministeri diffondono spesso i numeri allarmanti del femminicidio, tuttavia la sensibilizzazione sul tema sembra non funzionare. Secondo quanto scritto nei due articoli la coppia rappresenta l'ambito più a rischio per le donne e io sono d'accordo che i provvedimenti presi per proteggere le donne non sono stati sufficienti in questi ultimi anni.</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:

- Borsellino e Falcone: eroi antimafia.
- Il crollo del Ponte Morandi: una tragedia che si poteva evitare ?

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

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

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

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

- **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>

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

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom