



Pearson

Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE
In Italian (8IN0) Paper 03

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 2019

Publications Code 8IN0_03_1906_MS

All the material in this publication is copyright

© Pearson Education Ltd 2019

General Marking Guidance

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

Marking guidance for Paper 3: Speaking

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

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

General guidance for examiners on using levels-based mark schemes

Step 1 Decide on a band

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

Step 2 Decide on a mark

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

Guidance on timing of the speaking assessment

It is the teacher-examiner's (TE) responsibility to cover all parts of each task and ask appropriate questions to ensure that the candidate is able to access the maximum amount of marks available. The speaking assessment should last between 12 to 15 minutes in total and the TE must ensure that timings are followed. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, the TE must bring the assessment to a natural end, allowing the candidate to complete a final sentence.

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

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

Four mark grids are applied to Task 1:

- responding to written language in speech (AO2)
- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

Responding to written language in speech (AO2)

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

When deciding how to reward an answer, examiners will consult both this mark grid as well as the **AS speaking task 1: indicative content** grid for **Questions 1-3**. This can be found in the document *Pearson Edexcel Level 3 Advanced Subsidiary GCE in Italian Sample Assessment Materials (SAMs)*. An indicative content grid is associated with each question. Indicative content contains points that students might use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

Marks	Description
0	No rewardable language.
1-3	<ul style="list-style-type: none"> • Limited ability to summarise; over-reliance on indiscriminate repetition of source material. • Limited relevant response to questions on the texts, little evidence of understanding of the texts.
4-6	<ul style="list-style-type: none"> • Summary makes reference to some main points/ideas but relies frequently on indiscriminate repetition of source material. • Partially relevant responses to questions on the texts, some misunderstanding of the texts evident.
7-9	<ul style="list-style-type: none"> • Mostly clear summary of text, giving a generally clear outline of main points/ideas; occasional indiscriminate repetition of source material. • Mostly relevant responses to questions on the texts, showing a generally clear understanding of the texts.
10-12	<ul style="list-style-type: none"> • Clear summary of text, giving a clear outline of main points/ideas; avoids indiscriminate repetition of source material. • Relevant responses to questions on the texts, showing a clear understanding of the texts.

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

The knowledge and understanding of society and culture (AO4)

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

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

Marks	Description
0	No rewardable material.
1-3	<ul style="list-style-type: none"> Occasionally relevant, straightforward ideas supported by information/examples/references which are sometimes stereotypical; often loses focus on the Italian cultural and social context. Viewpoints expressed with limited justification, arguments and conclusions limited and may be contradictory, response relies on general description.
4-6	<ul style="list-style-type: none"> Relevant, straightforward ideas supported by information/examples/references, loses focus on the Italian cultural and social context in places, occasional irrelevance. Viewpoints expressed with straightforward justification, occasional argument briefly developed, leading to straightforward conclusions.
7-9	<ul style="list-style-type: none"> Relevant ideas predominantly focused on the Italian cultural and social context and supported by information/examples/references. Viewpoints and arguments on some aspects are developed and justified, leading to some convincing conclusions.
10-12	<ul style="list-style-type: none"> Relevant ideas, some of which are perceptive, consistently focused on the Italian cultural and social context and supported by information/examples/references. Viewpoints and arguments consistently well developed and justified, leading to convincing conclusions.

Additional guidance

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

Ideas include thoughts, feelings, impressions, opinions.

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

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

Accuracy and range of language (A03)

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

Marks	Description
0	No rewardable language.
1-3	<ul style="list-style-type: none"> • Occasional variation of straightforward grammatical structures and vocabulary, with some repetition of expression, communication is sometimes constrained. • Accurate sequences of straightforward language, less accurate when using complex language; errors occur that often hinder clarity of communication and sometimes prevent meaning being conveyed. • Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4-6	<ul style="list-style-type: none"> • Some variation of grammatical structures and vocabulary, resulting in some variation of expression; mostly straightforward language with intermittent, repetitive examples of complex and idiomatic language; communication is occasionally constrained. • Frequent sequences of accurate language, though errors sometimes occur that hinder clarity of communication and may occasionally prevent meaning being conveyed. • Pronunciation and intonation are intelligible, though sometimes inaccurate.
7-9	<ul style="list-style-type: none"> • Frequent variation of grammatical structures and vocabulary, with examples of complex structures and idiomatic language, frequent variation of expression; sequences of articulate communication. • Language is mostly accurate, resulting in mostly coherent speech; infrequent errors occur that may hinder communication. • Pronunciation and intonation are intelligible and mostly accurate.
10-12	<ul style="list-style-type: none"> • Consistent variation of grammatical structures and vocabulary, including complex structures and idiomatic language, expressing ideas in a variety of ways; articulate communication. • Language consistently accurate, resulting in coherent speech; any errors do not hinder clarity. • Pronunciation and intonation are accurate, intelligible and authentic-sounding.

Additional guidance

Complex language is considered to include the following:

- appropriate sequence of tenses in reported speech/indirect statements
- passive voice
- subjunctive mood
- use of relative pronouns
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures; for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways.

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

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

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

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

Errors that **do not hinder clarity:**

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

Errors that **hinder clarity:**

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

Errors that **prevent meaning being conveyed:**

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

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

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

Interaction (AO1)

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

Marks	Description
0	No rewardable material.
1-2	<ul style="list-style-type: none">• Responds to questions and statements with inconsistent spontaneity, needs regular prompting; may rely on rehearsed language not relevant to the question; sustains some of the conversation using communication strategies if necessary but often relies on the examiner's lead.• Occasionally initiates communication by developing the conversation, often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3-4	<ul style="list-style-type: none">• Interacts spontaneously by responding readily to most questions and statements, with occasional prompting; sustains most of the conversation using communication strategies if necessary, some hesitation.• Frequently initiates communication by developing the conversation, occasional intervention by examiner needed; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5-6	<ul style="list-style-type: none">• Interacts spontaneously by responding readily to questions and statements, able to sustain conversation, using communication strategies if necessary; minimal hesitation.• Consistently initiates communication, developing the conversation without reliance on examiner intervention; elicits points of view/checks for understanding appropriately at different points in the conversation.

Additional guidance

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

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

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

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

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

Task 2 (discussion on Theme *La cultura politica ed artistica in Italia*)

Three mark grids are applied to this task:

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

Knowledge and understanding society and culture (AO4)

This mark grid assesses the students' ability to communicate information about, and demonstrate appreciation of, different aspects of **Italian-speaking** culture and society.

Students are also assessed on their ability to respond critically to different aspects of Italian-speaking culture and society by presenting and justifying points of view, developing arguments and drawing conclusions based on understanding.

Marks	Description
0	No rewardable material.
1–3	<ul style="list-style-type: none">• Occasionally relevant, straightforward ideas supported by information/examples/references that are sometimes stereotypical; often loses focus on the Italian-speaking cultural and social context.• Viewpoints expressed with limited justification, arguments and conclusions limited and may be contradictory, response relies on general description.
4–6	<ul style="list-style-type: none">• Relevant, straightforward ideas supported by information/examples/references, loses focus on the Italian-speaking cultural and social context in places, occasional irrelevance.• Viewpoints expressed with straightforward justification, occasional argument briefly developed, leading to straightforward conclusions.
7–9	<ul style="list-style-type: none">• Relevant ideas predominantly focused on the Italian-speaking cultural and social context and supported by information/examples/references.• Viewpoints and arguments on some aspects are developed and justified, leading to some convincing conclusions.
10–12	<ul style="list-style-type: none">• Relevant ideas some of which are perceptive, consistently focused on the Italian-speaking cultural and social context and supported by information/ examples/references.• Viewpoints and arguments consistently well developed and justified, leading to convincing conclusions.

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

Additional guidance

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

Ideas include thoughts, feelings, impressions, opinions.

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

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

Accuracy and range of language (A03)

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

Marks	Description
0	No rewardable language.
1–3	<ul style="list-style-type: none"> • Occasional variation of straightforward grammatical structures and vocabulary with some repetition of expression; communication is sometimes constrained. • Accurate sequences of straightforward language, less accurate when using complex language; errors occur that often hinder clarity of communication and sometimes prevent meaning being conveyed. • Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	<ul style="list-style-type: none"> • Some variation of grammatical structures and vocabulary, resulting in some variation of expression; mostly straightforward language with intermittent, repetitive examples of complex and idiomatic language; communication is occasionally constrained. • Frequent sequences of accurate language, though errors sometimes occur that hinder clarity of communication and may occasionally prevent meaning being conveyed. • Pronunciation and intonation are intelligible, though sometimes inaccurate.
7–9	<ul style="list-style-type: none"> • Frequent variation of grammatical structures and vocabulary, with examples of complex structures and idiomatic language, frequent variation of expression; sequences of articulate communication. • Language is mostly accurate, resulting in mostly coherent speech; infrequent errors occur that may hinder communication. • Pronunciation and intonation are intelligible and mostly accurate.
10–12	<ul style="list-style-type: none"> • Consistent variation of grammatical structures and vocabulary, including complex structures and idiomatic language, expressing ideas in a variety of ways; articulate communication. • Language consistently accurate, resulting in coherent speech; any errors do not hinder clarity. • Pronunciation and intonation are accurate, intelligible and authentic-sounding.

Additional guidance

Complex language is considered to include the following:

- appropriate sequence of tenses in reported speech/indirect statements
- passive voice
- subjunctive mood
- use of relative pronouns
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways.

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

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

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

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

Errors that **do not hinder clarity:**

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

Errors that **hinder clarity:**

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

Errors that **prevent meaning being conveyed:**

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

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

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

Interaction (AO1)

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

Marks	Description
0	No rewardable material.
1-2	<ul style="list-style-type: none">• Responds to questions and statements with inconsistent spontaneity, needs regular prompting; may rely on rehearsed language not relevant to the question; sustains some of the conversation using communication strategies if necessary but often relies on the examiner's lead.• Occasionally initiates communication by developing the conversation, often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3-4	<ul style="list-style-type: none">• Interacts spontaneously by responding readily to most questions and statements, with occasional prompting; sustains most of the conversation using communication strategies if necessary, some hesitation.• Frequently initiates communication by developing the conversation, occasional intervention by examiner needed; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5-6	<ul style="list-style-type: none">• Interacts spontaneously by responding readily to questions and statements able to sustain conversation, using communication strategies if necessary; minimal hesitation.• Consistently initiates communication, developing the conversation without reliance on examiner intervention; elicits points of view/checks for understanding appropriately at different points in the conversation.

Additional guidance

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

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

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

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

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

Speaking task 1 – Indicative content

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

Task 1 stimulus IN1

Question number	Indicative content
1	<ul style="list-style-type: none">• The traditional family model is increasingly uncommon, even in the South of Italy.• Nowadays it is becoming "normal" for an adult to have more than one family, for an adolescent to adapt to a new family unit, for a child to have two mothers or two fathers and siblings born of different parents.• There are now over a million extended families, which has led to changes in people's lives and in society as a whole.
2	<ul style="list-style-type: none">• Living together can be difficult.
3	<ul style="list-style-type: none">• Yes, both falling marriage rates and increasing divorce rates have contributed to the increase in single-parent families, as well as "reconstituted families".• No, Italy still has a relatively low rate of divorce. In the last 20 years, the structure of families has been significantly influenced by demographic, economic and professional changes, leading to a transition from a patriarchal to a nuclear family model.
4	<ul style="list-style-type: none">• Yes, 70% of young Italians consider the family as being the essential pillar of their lives.• Yes, in Italy 'family' is still the fundamental social institution, characterized by strong ties and based on mutual aid amongst all the family members.• No, young Italians are addicted to social media rather than talking to their parents, leading to the loosening of traditional Italian family ties.• No, the decline of the Catholic Church and the more relaxed and tolerant attitudes of parents have led to great changes in what were seen as traditional values.

Task 1 stimulus IN2

Question number	Indicative content
1	<ul style="list-style-type: none"> • Oscar, a 42 year-old man, married for ten years and father of three children, decided to become a full-time stay-at-home dad. • He left his job to devote himself to the home and to his children. • Working at least 16 hours a day, he has understood that taking care of the household chores and the children is more demanding than any other job.
2	<ul style="list-style-type: none"> • Oscar was a nurse.
3	<ul style="list-style-type: none"> • Yes, a man, the head of the household, is responsible for making money and providing for the family. Public support for dads staying at home is close to zero; when a father decides to work part-time he is not only going against social norms, he is also jeopardising his ability to fulfil the role of protector and provider. • No, today, the line between men and women’s roles is becoming more blurred and a man can take paternity leave and live with a bread-winning wife. Children raised by caring fathers perform better at school; have better verbal skills, and many other advantages.
4	<ul style="list-style-type: none"> • No, generally in Italy if a child stays at home with a parent, he/she will have a total social circle of one person — his/her mother. Children may be better off learning to be more independent and having a larger social circle besides that of their mother or father. • No, as long as children don't feel neglected and there's open communication, families can remain happy and healthy. Both parents working can be a positive example for their children. • Yes, for children having both parents working can cause emotional and stress-related problems, making it preferable for one parent to stay home. • Yes, the stress of the workplace combined with the pressures of home life will eventually lead to an unhappy home. Some children even develop depression or resort to alcohol and drugs if raised by constantly angry parents.

Task 1 stimulus IN3

Question number	Indicative content
1	<ul style="list-style-type: none">• In Italy, there are about 40 innovative digital schools where students work in groups, do research, create online books and educational videos.• Teachers present the lesson on a large interactive whiteboard.• Next year in class the students will experience the use of a 3D projector to view video lessons, which are useful when studying a course in biology, anatomy or astronomy. These projects should be extended to the rest of the Italian education system.
2	<ul style="list-style-type: none">• 3D glasses.
3	<ul style="list-style-type: none">• Yes, good teachers are the most important factor when it comes to student achievement. Teaching quality has a lasting effect on student learning. Good teachers care about their students and have high expectations for their academic performance. They are passionate about engaging every student.• No, a positive school climate, co-operation between teachers, professional development, the adoption of different teaching techniques and technology are key factors in making a school a good environment for students.
4	<ul style="list-style-type: none">• The Italian education system had a good reputation in the past, but it is now considered very old-fashioned. It tends to focus a lot on memorization rather than thinking outside the box.• Students must make a choice about their education at the age of 13 and choose the higher secondary school they will attend. In the Italian school system if a student fails in too many subjects then he/she will incur a "bocciatura" and is obliged to repeat the whole year.• State schools in Italy are highly regarded for the quality of education and there is little difference between state and private schools in terms of the curriculum.• Each classroom generally holds around twenty students. Students spend every day of the week with the same classmates. This allows very close friendships to develop.

Task 1 stimulus IN4

Question number	Indicative content
1	<ul style="list-style-type: none">• Students must complete some compulsory periods of work experience in public or private companies.• The compulsory hours can also be carried out abroad.• The project promotes a new method of active learning, helping students decide which studies or career path to follow in the future.
2	<ul style="list-style-type: none">• 400 hours.
3	<ul style="list-style-type: none">• Yes, although it is a good initiative provided by schools that will help a young person to grow into a career and make a decent living, often placements do not fulfil expectations. Very often young people are involved in making tea, photocopying and shadowing rather than having the high-quality work experience that they deserve.• No, work experience is the ideal learning opportunity for young people and it can often kick-start a career. Work experience is vital and should be built into the education system. It can help a young person to do better at school.
4	<ul style="list-style-type: none">• Spending a period of study outside the country is one of the most significant social trends among young Italians. Currently some Italian students leave immediately after high school to enrol in a bachelor's degree abroad.• There is a necessity for Italian students to learn English. Everyone can study and learn English with new technology, but the level required is constantly increasing and many work positions now ask for at least B2/C1 level.• The objective is to obtain international training, even if in Italy there has been an appreciable increase in the number of degree courses taught in English.• Italian students see overseas universities that work, that invest, that do research, that enhance talent. Young people have understood that they must study in high-level academic environments that are well-integrated into international circuits.

Task 1 stimulus IN5

Question number	Indicative content
1	<ul style="list-style-type: none"> • Italian companies are beginning to encourage working from home. • Last spring, a multinational company authorized 2100 employees in their Italian office to work from home two days a month, providing them with the right technology and equipment to communicate with the office. • Unfortunately, at the moment only 20% of Italian workers would be willing to work from home.
2	<ul style="list-style-type: none"> • It redesigned its offices.
3	<ul style="list-style-type: none"> • Yes, working away from the office can isolate employees from social networks and career opportunities. Flexible working policies can also raise the risk of poor working conditions and create resentment among colleagues. Some workers have to take calls outside office hours and even work when they are ill. • No, most people working from home can choose how and when to work on projects, as long as they deliver them by the deadline. With a flexible work schedule, parents are able to take their children to and from school, which avoids a dependence on child care. Remote workers are off sick less frequently than on-site workers.
4	<ul style="list-style-type: none"> • Yes, almost certainly in Italy, and within a relatively short period of time, there will be more and more of a need for young people trained in the fields of robotic engineering, cybernetic engineering and biomedical engineering. • Yes, in the next five years, it will be very important to develop and update digital skills to be employed in new professions not directly related to ICT, such as accounting, nursing, medicine, art, architecture, agriculture, culture and so on. • No, technology will not increase workers' productivity but will replace them; some current professions, such as bank clerk, postman or call centre operator are destined to disappear. • No, in the past the increase in productivity provided by technology was transformed into more wealth for society: if one lost one's job in manufacturing then it was almost always possible to find another in the service sector. Technology nowadays changes too fast and destroys more jobs than it can create.

Task 1 stimulus IN6

Question number	Indicative content
1	<ul style="list-style-type: none"> • In 2018, in Italy, youth unemployment has exceeded 40%, particularly affecting young people aged between 15 and 24. • A young entrepreneur has serious difficulties finding young people interested in working in his restaurants. • Three out of ten people do not even attend interviews, sometimes without even giving any notice, whilst many young people who have previously accepted the job do not turn up for work, using a range of absurd excuses.
2	<ul style="list-style-type: none"> • He owns a chain of restaurants.
3	<ul style="list-style-type: none"> • Yes, any job is better than no job. A job, even if not in the field one has prepared for at university, can teach young people interpersonal skills. It is a way of starting to earn a living and will teach them that goals are reached gradually. • No, for a young person, it is better to have a training course than a job that has nothing to do with his/her own path of study and experience. Even more important is the fact that if a person finds himself/herself doing a job inconsistent with their training, they risk being disinterested and uninvolved and therefore not very productive.
4	<ul style="list-style-type: none"> • Youth unemployment in Italy is still very high - above 40% - and a reason why young people find it hard to get a job seems to be their level of education: they have too many years of study behind them and too few in the world of work. • Italian companies look for experienced staff and complain about a lack of specialized workers, maintenance workers, electricians and mechanics, not to mention a lack of waiters, cooks and other staff in the catering industry. These jobs do not interest young people. • The main problem in the relationship between young people and the labour market in Italy is that Italy has a less innovative manufacturing system that focuses more on experience than on general skills and the new energy that a young person can bring. • Employment is increasing in Italy but is increasing above all amongst the over 50s.

Speaking task 2 – Indicative content

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

Task 2 stimulus IN7

Indicative content

- Since the post-war years, the world of Italian popular music has been dominated by British and American music. Italian singers were inspired by new music imported from abroad and started to copy British and American hits.
- Especially in the 60s and early 70s, hundreds of British and American songs were covered by Italian artists. Italian singers and groups achieved success and developed their repertoire thanks to these cover songs.
- When writing the lyrics of a song in English, it is easier to complete a sentence with a short but meaningful word, whilst in Italian it is more difficult. Using the English language there are many opportunities for rhyming lyrics and therefore relaxing the musical pace. Some languages are particularly suitable for use in certain musical genres.
- English is spoken all over the world whereas Italian is not. Italian singers record their albums in English so that their music will reach every part of the world in the hope of making it into the charts.

Task 2 stimulus IN8

Indicative content

- The Sanremo Festival can be considered an institution and an integral part of the Italian artistic and cultural heritage. The Sanremo Festival is still an important stage for the launch of new songs and new singers and helps promote Italian music all around the world.
- Everybody, both young and old, still loves this song contest. Songs like "Non ho l'età" by Gigliola Cinquetti or "Nel blu dipinto di blu" by the great Domenico Modugno, have become iconic and unforgettable. Many famous Italian singers such as Laura Pausini and Eros Ramazzotti started their careers on the Sanremo stage.
- Technology has forever changed the way Italians listen to music. Streaming has become the most popular form of listening to music. Modern streaming sites have upwards of 30 million tracks available.
- A few decades ago, musicians relied on album and record sales in order to disseminate their music and make a profit. In today's society, it is much more common to purchase music online, such as through iTunes.

Task 2 stimulus IN9

Indicative content

- The real strength of TV lies in its apparent authority: nobody would question the authenticity of a report by a newscaster or a TV journalist, who are regarded by Italian audiences as the experts who collect, verify and analyse information about events and then present that information in an accurate, impartial and balanced way.
- The enormous power of TV also manifests itself in people's daily conversations. People like to do nothing better than comment on what they have seen in news or entertainment broadcasts. If the media does not make a fuss about something then it is simply not important.
- Young Italians prefer to look for fast, immediate and short video news items. Video news represents the future of journalism and in Italy, by the end of 2019, it has been estimated that 80% of online content will be in video format.
- 35% of young people consider content written by non-professionals to be more reliable than that found in traditional media. To find information, they prefer to use Facebook or Twitter, not to mention the phenomenon of "live tweeting", which allows a person to be informed in real time on what is happening in the world.

Task 2 stimulus IN10

Indicative content

- Italians are not avid readers and the prices of printed newspapers have crept up.
- Newspaper distribution in Italy is conducted via newsstands and their number in Italy is below that of other European countries. For this reason, Italians choose not to buy newspapers.
- Whenever anything is reported anywhere around the world it gets published on the internet in a matter of minutes and is updated regularly.
- Many websites are unreliable because information may not be factually correct.

Task 2 stimulus IN11

Indicative content

- Many festivals focus on cultural topics and seek to inform community members of their traditions.
- Festivals stimulate economic activities since they provide employment opportunities for people.
- Cruelty towards animals. Events that see donkeys as the involuntary protagonists of races, or other animals totally unfit for running, are typical of numerous and widespread festivals in large and small towns throughout Italy.
- Many popular festivals attract thousands of people and pose a risk to public safety (e.g. in the province of Teramo, 80 people were poisoned by salmonella after a lunch at the festival).

Task 2 stimulus IN12

Indicative content

- Carnival is a festival with ancient roots and has today become a folkloristic rite in which tradition and fun come together in the form of entertainment for the whole family - young and old.
- From North to South, Italy marks Carnival with long-standing traditions that are internationally known and attracts thousands of visitors from around the world every year, bringing economic benefits to many cities.
- National festivals connect citizens to important moments of a nation's history: (e.g. 2 giugno – Festa della Repubblica).
- Religious festivals are important for families: (e.g. Christmas, Easter, Patron Saint).