

## Pearson Edexcel Level 3 GCE

# Summer 2019

Time: 27 to 30 minutes (total), which includes 15 minutes' preparation time

Paper Reference **8IN0/03**

## Italian

**Advanced Subsidiary**

**Paper 3: Speaking**

**General instructions to the teacher-examiner**

**You do not need any other materials.**

### Instructions

- The examination consists of two tasks.
- The tasks must be conducted in consecutive order.
- Timing for the speaking assessment:
  - Task 1: 7 to 9 minutes (recommended)
  - Task 2: 5 to 6 minutes (recommended)
  - total assessment time: 27 to 30 minutes, (12 to 15 minutes of speaking plus 15 minutes' preparation time for both tasks).
- Recommended timings have been given for each task to enable the student to complete each one in sufficient time to access the full range of assessment criteria for both tasks.
- The preparation time **must** be supervised. It must take place outside of the room with an invigilator. The preparation time must be immediately before the examination time.
- Candidates can make notes during the preparation time of up to a maximum of one side of A4 paper for **both** tasks.
- Candidates may refer to their notes during the assessment.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary, or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimulus at the end of the assessment.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is your responsibility to cover all parts of each task to ensure that the candidate has the opportunity to access all parts of the marking criteria.
- It is the invigilator's responsibility to inform candidates of the two sub-themes from which they can make their choice for Task 2, and for giving them the correct stimulus card based on that choice.

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### **Task 1**

- Task 1 is recommended to last from 7 to 9 minutes.
- The candidate is provided with a stimulus card, following the sequence outlined by Pearson (see sequencing grid in this document), with two texts based on Theme 1.
- During this time:
  - you must ask the four compulsory questions in the order they are written; questions may be repeated, but rephrasing is not allowed.
  - you must ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task. These questions should allow the candidate to demonstrate understanding of the cultural and social context by expressing relevant ideas and opinions, and providing relevant exemplification/information. To support the teacher-examiner in this part of the task, optional generic questions are given below.

### **Task 2**

- Task 2 is recommended to last from 5 to 6 minutes.
- The candidate is provided with a choice of two cards on two different sub-themes following the sequence outlined by Pearson (see sequencing grid in this document).
- The choice of sub-theme is told to the candidate in English by the invigilator, immediately before the start of the preparation time, using the wording for the subthemes provided on the randomisation grid, for example You may choose 'media' or 'music'.
- The candidate must not see the contents of either card until they have chosen the sub-theme, after which they will be given one of the cards.
- The preparation time must begin immediately after the candidate receives the card.

#### **Task 2 part 1**

- You must:
  - ask the two compulsory questions in the order they are written. Questions may be repeated, but rephrasing is not allowed.
  - develop the discussion by asking appropriate follow-up questions relating to the subject matter of the stimulus.

#### **Task 2 part 2**

- You must broaden the discussion by moving on to any other aspect(s) of the same sub-theme. Questions asked should allow the candidate to demonstrate understanding of the cultural and social context by expressing and justifying relevant ideas and opinions, providing relevant exemplification/information and developing arguments and drawing conclusions. To support you in this part of the task, optional generic questions are provided by Pearson (see below).

### Optional generic questions to promote discussion:

Può farmi un esempio di...?

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

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

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

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

To ensure that the candidate is able to access the maximum amount of marks available, it is your responsibility to cover all parts of each task and to ask appropriate questions. You should contribute only brief opinions in response to the candidate's questions, in order to give students the maximum length of assessment time.

The speaking assessment should last between 12 to 15 minutes (plus 15 minutes' preparation time) and you must ensure that timings are followed. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, you must bring the assessment to a natural end, allowing the candidate to complete a final sentence.

### Sequence of stimulus cards for speaking examination

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

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

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

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

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

**Key to Advanced Subsidiary level task 2 cards for invigilator**

STIMULUS CARD	SUB-THEME (IN ENGLISH)
7 + 8	Music
9 + 10	Media
11 + 12	Cultural Heritage

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### Italian

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**You do not need any other materials.**

### Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

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## Stimulus IN1

### Task 1

#### Tema: I cambiamenti della società italiana

#### L'evoluzione della famiglia italiana

#### Testo 1

In Italia, il modello di famiglia tradizionale è sempre più in crisi. Anche nel Sud, le famiglie tradizionali non superano il 40%. Infatti sta diventando "normale" per un adulto avere più di una famiglia, per un adolescente adattarsi a un nuovo nucleo familiare, per un bambino avere due madri o due padri e fratelli nati da genitori diversi. In Italia, sono ormai oltre un milione le famiglie allargate, in cui almeno uno dei due partner è divorziato. Naturalmente, all'interno di queste famiglie, la convivenza non è sempre così semplice. Le famiglie allargate portano sicuramente dei grandi cambiamenti nella vita di tutti e della società intera.

#### Testo 2

Divorzi e separazioni sono la causa principale della crisi della famiglia tradizionale italiana.

1. Di che cosa parla il primo testo?
2. Secondo il primo testo, quale difficoltà incontrano le famiglie allargate?
3. Sei d'accordo con l'affermazione del secondo testo? Perché/Perché no?
4. Credi che la famiglia sia ancora un'istituzione importante per molti giovani italiani? Perché/Perché no?

Source from: <http://www.agedonazionale.org/volti-nuovi-della-famiglia-tra-liberta-e-responsabilita/>

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## Stimulus IN2

### Task 1

#### Tema: I cambiamenti della società italiana

#### L'evoluzione della famiglia italiana

#### Testo 1

Oscar ha 42 anni e di professione fa il casalingo a tempo pieno. Sposato da dieci anni, padre di tre bambini, ha deciso insieme alla moglie di dedicarsi completamente alla casa e ai figli. Ha lasciato il suo lavoro da infermiere e per lui è iniziata una nuova vita tra cucinare, pulire e stirare vestiti - una decisione che ha cambiato completamente le sue giornate. La vita da perfetto uomo di casa è tanto dura quanto frenetica. Oscar, che lavora almeno 16 ore al giorno, ha capito perfettamente che occuparsi dei lavori domestici e dei figli è più impegnativo di qualsiasi altro lavoro.

#### Testo 2

L'uomo che fa il casalingo non ha un ruolo dominante nella famiglia e nella società.

1. Di che cosa parla il primo testo?
2. Secondo il primo testo, che cosa faceva Oscar prima di diventare casalingo?
3. Sei d'accordo con il punto di vista del secondo testo? Perché/Perché no?
4. Credi che i bambini soffrano quando i due genitori lavorano? Perché/Perché no?



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## Stimulus IN3

### Task 1

#### Tema: I cambiamenti della società italiana

#### L'istruzione

#### Testo 1

In Italia sono circa 40 le scuole digitali innovative come l'istituto Ettore Maiorana di Brindisi. Nelle sue classi, gli studenti si dividono in gruppi per fare ricerche, creare libri e video educativi con un software gratuito e i computer di classe. L'insegnante ora presenta la lezione su una grande lavagna interattiva. Nel nuovo anno scolastico si userà anche un proiettore 3D, per vedere videolezioni con gli occhialini, utile per immergersi in un corso di biologia, anatomia o astronomia. Il numero di progetti innovativi nelle scuole sta indubbiamente aumentando, ma la sfida sarà estendere le esperienze positive al resto d'Italia, per rinnovare l'intero sistema scolastico.

#### Testo 2

Sono i bravi insegnanti e non la tecnologia a fare una buona scuola.

1. Di che cosa parla il primo testo?
2. Secondo il primo testo, che cosa dovranno usare gli studenti durante le videolezioni?
3. Sei d'accordo con l'affermazione del secondo testo? Perché/Perché no?
4. Secondo te, quali sono gli aspetti positivi e negativi della scuola italiana?

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## Stimulus IN4

### Task 1

#### Tema: I cambiamenti della società italiana

#### L'istruzione

#### Testo 1

Per la prima volta in Italia si è deciso di inserire un'esperienza di lavoro nelle scuole superiori. Il progetto, chiamato Alternanza Scuola-Lavoro, può essere svolto in aziende, enti locali, istituzioni pubbliche e private. Le ore di lavoro - 200 per i licei e 400 per gli istituti professionali - sono considerate ore di lezione e possono essere svolte anche al di fuori dell'orario scolastico e persino all'estero. L'Alternanza Scuola-Lavoro promuove un nuovo metodo di apprendimento, dinamico e attivo, che aiuta a consolidare le conoscenze imparate a scuola. Inoltre, arricchisce la formazione personale, facilitando le scelte universitarie e professionali.

#### Testo 2

Le esperienze di lavoro durante le ore di lezione sono una perdita di tempo.

1. Di che cosa parla il primo testo?
2. Secondo il primo testo, quante ore di lavoro si devono fare in un istituto professionale?
3. Sei d'accordo con il punto di vista del secondo testo? Perché/Perché no?
4. Secondo te, perché sempre più studenti italiani scelgono di studiare all'estero?

Source from: <https://www.studentville.it/studiare/alternanza-scuola-lavoro-cos-e-come-funziona/>

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## Stimulus IN5

### Task 1

#### Tema: I cambiamenti della società italiana

#### Il mondo del lavoro

#### Testo 1

Tra due anni, un'azienda italiana su cinque permetterà ai propri dipendenti di lavorare da casa, con orari flessibili e con l'aiuto della tecnologia, aprendo così le porte al cosiddetto 'telelavoro'. La scorsa primavera, una multinazionale ha autorizzato 2100 dipendenti della sede italiana a lavorare da casa due giorni al mese, dandogli apparecchiature tecnologiche per comunicare con l'azienda. Una ditta milanese, oltre a promuovere il lavoro da casa, ha anche ridisegnato gli uffici della sede tenendo conto del benessere dei dipendenti. Purtroppo al momento solo il 20% dei lavoratori italiani sarebbe pronto a lavorare da casa.

#### Testo 2

Le persone che lavorano da casa fanno più ore rispetto ai colleghi e sono isolate.

1. Di che cosa parla il primo testo?
2. Secondo il primo testo, che cosa ha fatto una ditta milanese?
3. Sei d'accordo con il punto di vista del secondo testo? Perché/Perché no?
4. Secondo te, la tecnologia aiuterà a creare più posti di lavoro in Italia? Perché/Perché no?

Source from: <https://www.corrierecomunicazioni.it/digital-economy/telelavoro-paradosso-italiano-aziende-pronte-lavoratori-meno/>

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**Paper 3: Speaking**

**Instructions to the teacher-examiner for Task 1**

**You do not need any other materials.**

### Instructions

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- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
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## Stimulus IN6

### Task 1

#### Tema: I cambiamenti della società italiana

#### Il mondo del lavoro

#### Testo 1

Nel 2018 in Italia, la disoccupazione giovanile ha superato il 40%; colpisce particolarmente i giovani fra i 15 e i 24 anni, che spesso smettono di studiare, ma difficilmente riescono a trovare un impiego. In questo contesto, sono state sorprendenti le parole di un giovane imprenditore di Verona, proprietario di una catena di ristoranti, che ha raccontato di avere serie difficoltà nel trovare giovani interessati a lavorare nei suoi locali. L'uomo ha affermato che tre persone su dieci non vanno neppure ai colloqui, magari senza nemmeno avvertire. L'imprenditore ha aggiunto che molti ragazzi, anche dopo aver accettato il lavoro, non si presentano più, utilizzando scuse assurde.

#### Testo 2

Quando è difficile trovare lavoro, bisogna prendere quello che si trova.

1. Di che cosa parla il primo testo?
2. Secondo il primo testo, in che campo lavora l'imprenditore di Verona?
3. Sei d'accordo con l'affermazione del secondo testo? Perché/Perché no?
4. Secondo te, perché molti giovani italiani non trovano lavoro?

Source from: <http://it.blastingnews.com/opinioni/2017/02/disoccupazione-giovanile-il-caso-zushi-i-giovani-non-hanno-voglia-di-lavorare-001471190.html>



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Paper Reference **8IN0/03**

### Italian

**Advanced Subsidiary**

**Paper 3: Speaking**

**Instructions to the teacher-examiner for Task 2**

**You do not need any other materials.**

### Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

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## STIMULUS IN7

### Task 2

**Tema: La cultura politica ed artistica nei Paesi di lingua italiana**

#### La musica

**I generi musicali più ascoltati dai giovani italiani dimostrano l'influenza della musica anglo-americana: il rock, il rap, l'hip-hop.**

1. Secondo te, che influenza ha la musica anglo-americana in Italia?
2. Perché alcuni cantanti italiani preferiscono usare l'inglese nelle loro canzoni?

Source from: <https://myfacemood.com/musica-teenager-201617/>

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## STIMULUS IN8

### Task 2

**Tema: La cultura politica ed artistica nei Paesi di lingua italiana**

#### La musica

**Il Festival di Sanremo compie 69 anni e grazie alla tecnologia rimane un ponte tra le generazioni.**

1. Secondo te, il Festival di Sanremo continua ad essere un evento importante per la musica italiana?
2. Pensi che la tecnologia abbia cambiato il modo in cui i giovani italiani ascoltano la musica? Perché/Perché no?

Source from: <http://www.canzoneitaliana.it/canzone-italiana-1950-2000-2/sanremo/>

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## STIMULUS IN9

### Task 2

**Tema: La cultura politica ed artistica nei Paesi di lingua italiana**

### I media

**Il 45% degli italiani usa un solo mezzo d'informazione e la maggioranza sceglie la TV.**

1. Credi che la televisione influenzi l'opinione pubblica in Italia?
2. Secondo te, quali nuovi mezzi d'informazione usano i giovani italiani?

Source from: <https://www.lintellettualeedissidente.it/ars-disputandi/inchiesta-sulla-stampa-italiana-chi-e-come/>

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## STIMULUS IN10

### Task 2

**Tema: La cultura politica ed artistica nei Paesi di lingua italiana**

### I media

**In Italia da qualche anno è in corso una vera e propria crisi del giornale cartaceo.**

1. Secondo te, perché i giornali cartacei in Italia sono in crisi?
2. Quali sono i vantaggi e gli svantaggi di usare solo internet per informarsi?

Source from: <https://www.primaonline.it/2017/12/28/264968/dati-annuario-istat-2017/>



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## STIMULUS IN11

### Task 2

**Tema: La cultura politica ed artistica nei Paesi di lingua italiana**

#### **Il patrimonio culturale**

**Le feste popolari sono ancora molto importanti nei Paesi di lingua italiana.**

1. Perché le feste popolari sono ancora importanti nei Paesi di lingua italiana?
2. Quali sono gli aspetti negativi delle feste popolari?

# Pearson Edexcel Level 3 GCE

## Summer 2019

Time: 27 to 30 minutes (total), which includes 15 minutes' preparation time

Paper Reference **8IN0/03**

### Italian

**Advanced Subsidiary**

**Paper 3: Speaking**

**Instructions to the teacher-examiner for Task 2**

**You do not need any other materials.**

### Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- To support the teacher-examiner with this part of the task, optional generic follow-up questions are provided in the 'General instructions to the teacher-examiner' document.

Turn over ►

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## STIMULUS IN12

### Task 2

**Tema: La cultura politica ed artistica nei Paesi di lingua italiana**

#### **Il patrimonio culturale**

**A febbraio, in quasi tutte le città d'Italia, si festeggia il Carnevale.**

1. Perché il Carnevale è tanto importante per gli italiani, secondo te?
2. Secondo te, le feste popolari sono ancora rilevanti in Italia al giorno d'oggi?