

Pearson Edexcel Level 3 GCE

Summer 2019

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

Paper Reference **9IN0/03**

Italian

Advanced

Paper 3: Speaking

General instructions to the teacher-examiner

You do not need any other materials.

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

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Task 1 (discussion on a Theme)

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

Task 1 part 1

You must:

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

Task 1 part 2

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

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

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

Task 2 part 1 (independent research presentation)

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

Task 2 part 2 (discussion on independent research)

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

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

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

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

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

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

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

Sequence of stimulus cards for speaking examination: Task 1

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

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

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

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

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

Key to Advanced level task 1 cards for invigilator

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

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Paper Reference **9IN0/03**

Italian

Advanced

Paper 3: Speaking

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

Task 1

Tema: I cambiamenti della società italiana

L'evoluzione della famiglia italiana

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

A. I nonni, e non lo stato, sono il vero sostegno delle famiglie italiane.

Compulsory teacher-examiner questions:

1. Secondo te, perché oggi molte famiglie italiane hanno bisogno dei nonni?
2. Credi che la situazione degli anziani all'interno della famiglia italiana sia cambiata?

B. Nonni italiani a distanza: è difficile fare i nonni quando i nipoti sono lontani.

Compulsory teacher-examiner questions:

1. Quali credi siano i motivi che spingono un gran numero di famiglie italiane a trasferirsi in un'altra città o Paese?
2. Secondo te, che impatto ha la distanza sul rapporto tra nonni e nipoti?

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Italian

Advanced

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STIMULUS IN2

Task 1

Tema: I cambiamenti della società italiana

L'istruzione

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

A. Aumenta il numero di laureati che lasciano l'Italia.

Compulsory teacher-examiner questions:

1. Secondo te, quali sono le ragioni per cui i giovani laureati italiani decidono di lasciare il Paese?
2. Quali conseguenze pensi possa avere questo fenomeno per la società italiana?

B. In Italia, sempre meno giovani proseguono gli studi all'università.

Compulsory teacher-examiner questions:

1. Secondo te, perché molti giovani italiani decidono di non iscriversi all'università?
2. Cosa dovrebbero fare le università italiane per attirare più studenti?

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Paper Reference **9IN0/03**

Italian

Advanced

Paper 3: Speaking

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STIMULUS IN3

Task 1

Tema: I cambiamenti della società italiana

Il mondo del lavoro

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

A. In Italia, la parità tra uomo e donna sul lavoro non esiste ancora.

Compulsory teacher-examiner questions:

1. Secondo te, quali sono i problemi che le donne italiane devono affrontare nel mondo del lavoro?
2. Credi che in Italia la scelta per le donne sia ancora fra famiglia e carriera?

B. I giovani italiani in cerca di lavoro hanno le idee chiare su cosa vogliono.

Compulsory teacher-examiner questions:

1. Secondo te, che cosa cercano i giovani italiani in un lavoro?
2. Che cosa deve offrire un'azienda per attirare i giovani?

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Paper Reference **9IN0/03**

Italian

Advanced

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STIMULUS IN4

Task 1

Tema: La cultura politica ed artistica in Italia

La musica

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

A. La canzone italiana è conosciuta in tutto il mondo.

Compulsory teacher-examiner questions:

1. Quali sono, secondo te, le principali caratteristiche della canzone italiana?
2. Secondo te, quali artisti italiani hanno contribuito a far conoscere la musica italiana all'estero e perché?

B. L'Italia ha una lunga storia di cantautori che hanno influenzato l'industria musicale del Paese.

Compulsory teacher-examiner questions:

1. Secondo te, che cosa ha ispirato i primi cantautori italiani?
2. Credi che la musica italiana di oggi sia più internazionale?

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Summer 2019

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Paper Reference **9IN0/03**

Italian

Advanced

Paper 3: Speaking

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STIMULUS IN5

Task 1

Tema: La cultura politica ed artistica in Italia

I media

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

A. Silvio Berlusconi ha sempre esercitato una grande influenza sui media nazionali italiani.

Compulsory teacher-examiner questions:

1. Secondo te, quali sono le ragioni dell'influenza di Berlusconi sui media italiani?
2. Quali sono stati gli effetti della sua influenza sui media?

B. RAI e Mediaset con le loro trasmissioni controllano l'80% del pubblico italiano.

Compulsory teacher-examiner questions:

1. Secondo te, ci sono differenze tra i programmi della RAI e quelli di Mediaset?
2. In che modo RAI e Mediaset influenzano il loro pubblico?

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Paper Reference **9IN0/03**

Italian

Advanced

Paper 3: Speaking

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STIMULUS IN6

Task 1

Tema: La cultura politica ed artistica in Italia

Il patrimonio culturale

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

A. Nell'era della globalizzazione, in Italia bisogna mantenere vive le tradizioni regionali.

Compulsory teacher-examiner questions:

1. Secondo te, perché è importante mantenere vive le tradizioni regionali?
2. Che cosa si può fare per mantenere vive queste tradizioni?

B. Le sagre di paese in Italia non conoscono crisi, anzi si moltiplicano.

Compulsory teacher-examiner questions:

1. Secondo te, perché in Italia le sagre di paese sono sempre più popolari?
2. Quali sono i benefici delle sagre per le comunità locali?

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Summer 2019

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Paper Reference **9IN0/03**

Italian

Advanced

Paper 3: Speaking

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STIMULUS IN7

Task 1

Tema: L'Italia: una società in evoluzione

L'impatto positivo dell'immigrazione in Italia

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

A. Gli immigrati fanno rinascere molte zone del Paese che gli italiani hanno abbandonato.

Compulsory teacher-examiner questions:

1. Secondo te, quali sono i benefici che gli immigrati portano alla società italiana?
2. In che modo gli immigrati contribuiscono all'economia della zona dove si stabiliscono?

B. Gli immigrati, integrati nella società italiana, stanno salvando l'economia del Paese.

Compulsory teacher-examiner questions:

1. Secondo te, in che modo l'immigrazione sta salvando l'economia del Paese?
2. Che cosa potrebbe fare l'Italia per facilitare l'integrazione degli immigrati, secondo te?

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Summer 2019

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

Paper Reference **9IN0/03**

Italian

Advanced

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STIMULUS IN8

Task 1

Tema: L'Italia: una società in evoluzione

I problemi della migrazione in Italia

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

A. In Italia l'opinione pubblica si rivolta contro gli immigrati.

Compulsory teacher-examiner questions:

1. Dal punto di vista economico, di che cosa alcuni italiani accusano gli immigrati?
2. Secondo te, perché alcuni italiani hanno paura degli immigrati?

B. Sappiamo tutto sulle paure degli italiani, ma niente su quelle degli immigrati in Italia.

Compulsory teacher-examiner questions:

1. Secondo te, quali sono le paure degli immigrati che arrivano in Italia?
2. Che cosa si dovrebbe fare per favorire l'inserimento degli immigrati nella società italiana?

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Paper Reference **9IN0/03**

Italian

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STIMULUS IN9

Task 1

Tema: L'Italia: una società in evoluzione

Il divario Nord-Sud

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

A. In Italia ci sono due Paesi diversi: il ricco Nord e il povero Sud.

Compulsory teacher-examiner questions:

1. Secondo te, perché il Sud d'Italia è più povero del Nord?
2. Che cosa si potrebbe fare per migliorare l'economia al Sud?

B. Gli italiani continuano a spostarsi dal Sud al Nord.

Compulsory teacher-examiner questions:

1. Perché molti abitanti del Sud d'Italia continuano ad emigrare al Nord?
2. Secondo te, si può vivere bene anche al Sud?

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STIMULUS IN10

Task 1

Tema: Dal Fascismo ai giorni nostri

L'ascesa di Mussolini al potere

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

A. Nel dicembre 1920, il numero degli iscritti al Movimento fascista è aumentato enormemente.

Compulsory teacher-examiner questions:

1. Secondo te, perché alla fine del 1920 il numero degli iscritti al Movimento fascista è aumentato?
2. Secondo te, quali aspetti del fascismo attiravano molti giovani?

B. Il 28 ottobre 1922, con la Marcia su Roma, il fascismo va al potere.

Compulsory teacher-examiner questions:

1. Secondo te, perché il re ha chiesto a Mussolini di formare il nuovo governo?
2. Come ha reagito la popolazione al primo governo fascista?

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STIMULUS IN11

Task 1

Tema: Dal Fascismo ai giorni nostri

Il Fascismo durante la Seconda Guerra Mondiale

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

A. Le cosiddette 'leggi fascistissime' del 1926 hanno trasformato l'Italia in uno Stato autoritario.

Compulsory teacher-examiner questions:

1. In che modo le leggi fascistissime del 1926 hanno limitato la libertà degli italiani?
2. Secondo te, la propaganda era importante per il fascismo?

B. Il fascismo controllava ogni aspetto della vita degli italiani.

Compulsory teacher-examiner questions:

1. Secondo te, in che modo il fascismo controllava la vita degli italiani?
2. Come era la vita delle donne durante il periodo fascista?

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STIMULUS IN12

Task 1

Tema: Dal Fascismo ai giorni nostri

Dalla dittatura alla democrazia

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

A. Il 25 luglio 1943 Mussolini viene arrestato e imprigionato.

Compulsory teacher-examiner questions:

1. Secondo te, come ha reagito il popolo italiano all'arresto di Mussolini?
2. Che cosa è successo in Italia dopo l'arresto di Mussolini?

B. Con la firma dell'armistizio, i tedeschi da alleati sono diventati nemici dell'Italia.

Compulsory teacher-examiner questions:

1. Com'è stata trattata la popolazione civile dai nazi-fascisti?
2. Secondo te, è stato importante il ruolo delle donne nella Resistenza?