edexcel

GCSE (9-1) Italian

Sample Assessment Materials

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Italian (1IN0)

First teaching from September 2017

First certification from June 2019 | Issue 3

Pearson

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Summary of Pearson Edexcel Level 1/2 GCSE in Italian sample assessment materials

Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
Paper 4 Writing, Foundation and Higher tiers The Sample Assessment Materials for Paper 4 have been amended to reflect the following amendments: • the addition of the optional Question 2(b) on the Foundation tier paper • an addition of 5 minutes to the length of the Foundation tier paper • question titles appearing in English instead of the target language for both Foundation and Higher tier papers	159 - 168 and 339 - 350

Earlier issues show previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Italian is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- 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/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 1: Listening and understanding in Italian Transcript

Foundation tier

Sample assessment material for first teaching September 2017

Paper Reference
1IN0/1F

Do not return the transcript with the question paper.

Turn over ▶

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SECTION A

Eating out

Question 1

Example

M1: Vorrei provare il pesce.

Question 1

M2: Sono vegetariano, avete un'insalata mista, per favore?

F1: Pollo arrosto, fantastico, il mio preferito!

F2: Quali pizze avete? Mi piacciono tanto.

An Italian family

Question 2

Example

M1: Ho due sorelle, Paola e Carla.

Question 2 Part (i)

M1: Mio padre è simpatico, ma a volte è davvero severo.

Question 2 Part (ii)

M1: A mia madre piace curare il giardino.

Question 2 Part (iii)

M1: Mia madre lavora in ospedale, è medico.

The world of work

Question 3

Example

F1: Com'è il tuo lavoro, Antonia?

F2: Faticoso, ma insegnare ai bambini è meraviglioso.

Question 3

F1: Ci sono altri vantaggi, Antonia?

F2: Per fortuna non lavoro mai il fine settimana.

F1: E tu, Giulia?

M1: Il mio lavoro non ha orari, ma guadagno bene.

F1: Francesco?

M2: Lavoro sempre all'aperto, quando piove non è divertente!

A holiday in Italy

Question 4

Example

M1: Camilla vuole stare in albergo.

Question 4

M1: Marco è sportivo, vorrebbe imparare uno sport che non ha mai fatto prima.

Filippo preferisce l'aria aperta e l'avventura, parte con tenda e zaino.

A Camilla non piacciono le vacanze intense, vuole solo riposarsi e rilassarsi il più possibile.

School life

Question 5

Question 5 Part (a)

F1: Per andare a scuola prendo l'autobus perché è abbastanza lontana.

Question 5 Part (b)

F1: Devo uscire di casa alle otto meno un quarto, ho sempre sonno a quell'ora!

Question 5 Part (c)

F1: Gli insegnanti sono quasi tutti giovani, ma sono molto bravi.

Future aspirations

Question 6

M1: Che cosa ti piacerebbe fare nel futuro, Sabrina?

F2: Vorrei studiare lingue e lavorare con la gente. Mi piace la tecnologia, ma vorrei un lavoro utile.

M1: E tu, Federico, cosa vorresti fare?

M2: Io vorrei lavorare nel mondo della musica. Mi piace l'idea di creare qualcosa di nuovo.

Volunteering in Italy

Question 7

Example

F1: Per me fare volontariato è importante.

Question 7

F1: In Italia molta gente ha bisogno di aiuto, i volontari sono necessari. Io aiuto le persone anziane e sole. Di solito lo faccio il sabato, passo il pomeriggio in una casa di riposo con i pazienti. A volte basta parlare con loro e ascoltarli.

Young Italians and the internet

Question 8

M1: Secondo un sondaggio, i sedicenni passano in media quattro ore al giorno su internet. Che cosa fanno? Di solito il pomeriggio giocano online e chattano con gli amici, la sera scaricano film e musica. E i compiti? Purtroppo usano internet per studiare solo mezz'ora al giorno, la sera tardi!

Mirabilandia

Question 9

Example

F2: Mirabilandia è il parco-divertimenti più grande d'Italia.

Question 9

F2: Mirabilandia offre divertimento per tutta la famiglia, qui non ti annoierai mai. Ci sono aree tematiche, attrazioni e progetti scolastici per tutte le età e i gusti. Fino al 28 giugno siamo aperti dalle 10 alle 18, durante luglio e agosto dalle 10 alle 23. Il 21 giugno Mirabilandia celebra la Festa della Musica ospitando sul suo palco i migliori artisti e complessi emergenti d'Italia. L'ultimo sabato di agosto fate tardi con noi: il Parco resta aperto fino alle 2 di notte!

A new environmental campaign

Question 10

M2: Abbiamo deciso di fare una campagna per dimostrare il nostro impegno per l'ambiente: per tre mesi ci siamo impegnati a venire a scuola a piedi o in bicicletta e ad usare solo i mezzi pubblici per gli spostamenti più lunghi. All'inizio cambiare è stato difficile – ci vuole più tempo e bisogna organizzarsi.

F1: Abbiamo cercato di coinvolgere anche le nostre famiglie, particolarmente i nostri genitori. È stato molto bello fare qualcosa per l'ambiente tutti insieme. Abbiamo visto che con un po' di sforzo si può davvero cambiare il nostro stile di vita.

A school trip

Question 11

Example

M1: La gita scolastica è durata quattro giorni.

Question 11

M1: Ha partecipato tutta la classe: 10 ragazzi e 12 ragazze. Siamo andati in pullman: il viaggio è stato molto divertente, abbiamo fatto dei giochi e cantato delle canzoni. Anche se faceva molto caldo e il viaggio è stato lunghissimo, Firenze mi è piaciuta moltissimo, sembra di tornare indietro nel tempo: gli edifici storici e le opere d'arte sono magnifici, ma ci sono troppi turisti e sempre code molto lunghe per entrare nei musei. Anche la sera le strade sono sempre affollate.

An international concert

Question 12

F2: Più di ventimila persone hanno assistito ieri sera al Concerto per la Pace: tantissimi giovani, naturalmente, ma anche persone molto anziane – forse la musica moderna piace anche a loro! Gli artisti – tutti famosi cantanti italiani e stranieri- si sono esibiti gratuitamente e i soldi serviranno a finanziare iniziative che promuovono la pace. Un messaggio potente e molto sentito.

SECTION B

La festa della primavera

Question 13

Example

M1: Domenica comincia la festa della primavera, di solito è molto divertente, vero Lucia?

Question 13

F1: Certo! La mattina c'è il mercato: ci sono sempre tantissime bancarelle e tanta gente. Le bancarelle vendono prodotti artigianali e prodotti tipici della zona. I miei preferiti sono le marmellate e le torte fatte in casa. A mia sorella Teresa piacciono gli oggetti di legno fatti a mano. Nel pomeriggio si fanno dei giochi di squadra, genitori e figli giocano insieme. Gli spettatori fanno sempre molto rumore e questo dà un po' fastidio.

Un nuovo servizio internet: Eolo

Question 14

Example

M2: Basta con l'internet vecchio-stile: lunghe attese e pochi giga.

Question 14

M2: Con Eolo puoi avere internet 24 ore al giorno e sempre alla velocità massima. Scarica musica e film, con facilità e anche nello stesso momento. Comunica con tutti i tuoi amici quando vuoi e ogni volta che vuoi: Eolo ti offre una casella di posta elettronica senza pagare di più. E non c'è limite al numero di utenti: tutta la famiglia può collegarsi facilmente e la velocità non diminuisce. E per finire, il nostro servizio-assistenza è disponibile 24 ore su 24 e non costa niente! Cosa aspetti a chiamare? Eolo e i nostri agenti ti aspettano!

Write your name here

Surname	Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Centre Number	Candidate Number

Italian

Paper 1: Listening and understanding in Italian
Foundation tier

Sample assessment material for first teaching September 2017
Time: 30 minutes and 5 minutes' reading time

Paper Reference
1IN0/1F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer all questions in Sections A and B.
- Questions in Section A are set in English.
- Questions in Section B are set in Italian.
- Answer the questions in the spaces provided – *there may be more space than you need*.
- You must not use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question*.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ▶

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

Eating out

1 What do these Italian friends want to eat?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

☒	**Example** fish
☐	**A** pasta
☐	**B** salad
☐	**C** rice
☐	**D** roast chicken
☐	**E** lasagne
☐	**F** pizza
☐	**G** steak

(Total for Question 1 = 3 marks)

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An Italian family

2 Your exchange partner, Guido, is talking about his family.

What does he say?

Listen to the recording and complete these statements by putting a cross ☒ in the correct box for each question.

Example: He has…

☐	**A** one brother
☒	**B** two sisters
☐	**C** one sister
☐	**D** a brother and a sister

(i) His father is very…

☐	**A** strict
☐	**B** funny
☐	**C** sporty
☐	**D** lazy

(ii) His mother likes…

☐	**A** cooking
☐	**B** gardening
☐	**C** painting
☐	**D** shopping

(iii) His mother works in …

☐	**A** a school
☐	**B** a hospital
☐	**C** an office
☐	**D** a shop

(Total for Question 2 = 3 marks)

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The world of work

3 Some young Italians are talking about their work.

What do they say?

Listen to the recording and put a cross ☒ next to each one of the **three** correct statements.

	Giulia	**Antonia**	**Francesco**
Example: I work with children	☐	☒	☐
A I work from home.	☐	☐	☐
B I have Sundays off	☐	☐	☐
C I have a good salary	☐	☐	☐
D I work in an office	☐	☐	☐
E I work outside	☐	☐	☐
F I work at night	☐	☐	☐
G I work on my own	☐	☐	☐

(Total for Question 3 = 3 marks)

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A holiday in Italy

4 Your exchange partner is telling you what his friends Camilla, Marco and Filippo are planning to do during their holiday.

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

	Camilla	**Marco**	**Filippo**
Example: stay in a hotel	☐	☒	☐
A go to the beach every day	☐	☐	☐
B try a new sport	☐	☐	☐
C go to the disco	☐	☐	☐
D go camping	☐	☐	☐
E go to museums	☐	☐	☐
F have a good rest	☐	☐	☐
G spend time with their friends	☐	☐	☐

(Total for Question 4 = 3 marks)

School life

5 Your exchange partner Lisa is talking about her school life. What does she tell you?

Listen to the recording and answer the following questions in **English**.

(a) How does she get to school?

(1)

.....

(b) When does she set off?

(1)

.....

(c) What does she say about her teachers? Give **two** details.

(2)

.....

.....

(Total for Question 5 = 4 marks)

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Future aspirations

6 Sabrina and Federico are talking about their hopes for the future.

What do they say?

Complete the sentences. Use the correct word or phrase from the box.

people	music	~~languages~~
useful	animals	
creative	well paid	science

(a) Sabrina would like to study languages

and work with ..... .

(1)

(b) Federico would like to work with .....

and be ..... .

(2)

(Total for Question 6 = 3 marks)

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Volunteering in Italy

7 During an internet link with your exchange school, Marina tells you about her volunteering activities.

What does she say about her volunteering?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

☒	**Example** it's important to her
☐	**A** many people need help
☐	**B** she helps children
☐	**C** she visits the elderly
☐	**D** she goes on Sundays
☐	**E** she helps with the cleaning
☐	**F** she talks to people
☐	**G** she finds it stressful

(Total for Question 7 = 3 marks)

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Young Italians and the internet

8 While in Italy you hear a radio report on how 16-year-olds use the internet.

Listen to the report and answer the following questions in **English**.

(a) How long does the average 16-year-old spend online every day?

(1)

.....

(b) Name **one** of the activities they do in the evening.

(1)

.....

(c) How much time do they spend on the internet doing their homework?

(1)

.....

(Total for Question 8 = 3 marks)

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Mirabilandia

9 You hear this advert on the radio for Mirabilandia.

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

Example: Mirabilandia is…

☐	**A** a theme park
☒	**B** an amusement park
☐	**C** a water park
☐	**D** a national park

(i) The advert claims that at Mirabilandia you will never…

☐	**A** queue for long
☐	**B** want to leave
☐	**C** get bored
☐	**D** have a better day out

(ii) In addition to themed areas and attractions, there are also…

☐	**A** water features
☐	**B** shows
☐	**C** nature reserves
☐	**D** educational projects

(iii) During July and August Mirabilandia is open…

☐	**A** from 10.00 to 18.00
☐	**B** from 10.00 to 23.00
☐	**C** all night
☐	**D** until 2 a.m.

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(iv) On 21st June there is…

☒	**A** a music festival
☒	**B** an arts festival
☒	**C** a late-night event
☒	**D** a food festival

(Total for Question 9 = 4 marks)

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A new environmental campaign

10 You receive a podcast from Matteo and Marisa, students at your partner school in Italy.

Listen to the podcast and answer the following questions in **English**.

(a) How long did the campaign last?

(1)

.....

(b) How did they travel on longer journeys?

(1)

.....

(c) Why was the campaign difficult? Give **one** reason.

(1)

.....

(d) Who were the students particularly keen to involve in the campaign?

(1)

.....

(Total for Question 10 = 4 marks)

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A school trip

11 The Italian language assistant at your school is giving a presentation on a school trip to Florence.

What does she talk about?

Listen to the recording and put a cross ☒ in each one of the three correct boxes.

☒	**Example** how long the school trip lasted
☐	**A** which teachers came
☐	**B** what they had to eat
☐	**C** what they did during the journey
☐	**D** where they stopped
☐	**E** how she felt in Florence
☐	**F** what the streets were like
☐	**G** what the shops were like

(Total for Question 11 = 3 marks)

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An international concert

12 While in Italy, you hear this report on the radio about an international concert.

Listen to the report and answer the following questions in **English**.

(a) How do we know the concert was a success?

(1)

.....

(b) What was unusual about the audience?

(1)

.....

(c) How do we know the singers were committed to the cause?

(1)

.....

(d) What will the takings be used for?

(1)

.....

(Total for Question 12 = 4 marks)

TOTAL FOR SECTION A = 40 MARKS

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SECTION B

La festa della primavera

13 I tuoi corrispondenti Marco e Lucia parlano della festa della primavera nel loro paese in Italia.

Completa le frasi con una parola presa dal riquadro. Ci sono più parole che spazi.

~~domenica~~	locali	divertenti	adulti
domani	affollato	dolci	pericoloso
salati	ragazze	rumorosi	importati

Esempio: Il primo giorno della festa è domenica .

(a) Il mercato è sempre ..... .

(1)

(b) I prodotti in vendita sono ..... .

(1)

(c) A Lucia piacciono i prodotti regionali ..... .

(1)

(d) Nelle squadre ci sono ragazzi e ..... .

(1)

(e) Per Lucia i giochi sono molto ..... .

(1)

(Total for Question 13 = 5 marks)

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Un nuovo servizio internet: Eolo

14 Ascolti alla radio italiana un annuncio di un nuovo servizio internet.

Che cosa dice l'annuncio? Scegli fra: **gratuito**, **veloce**, **lento** o **facile**.

Puoi utilizzare queste parole più di una volta ciascuna.

Esempio: Prima l'internet era lento .

(a) Il nuovo servizio è sempre ..... .

(1)

(b) Scaricare musica e film è ..... .

(1)

(c) Il servizio email è ..... .

(1)

(d) Usare l'email è ..... .

(1)

(e) Il servizio di assistenza è ..... .

(1)

(Total for Question 14 = 5 marks)

TOTAL FOR SECTION B = 10 MARKS
TOTAL FOR PAPER = 50 MARKS

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GCSE Italian Foundation tier

Paper 1 mark scheme

SECTION A

Question number	Answer	Mark
1	B, D, F	(3)

Question number	Answer	Mark
2(i)	A	(1)

Question number	Answer	Mark
2(ii)	B	(1)

Question number	Answer	Mark
2(iii)	B	(1)

Question number	Answer	Mark
3 (Antonia)	B	(1)

Question number	Answer	Mark
3 (Giulia)	C	(1)

Question number	Answer	Mark
3 (Francesco)	E	(1)

Question number	Answer	Mark
4 (Marco)	B	(1)

Question number	Answer	Mark
4 (Filippo)	D	(1)

Question number	Answer	Mark
4 (Camilla)	F	(1)

Question number	Answer	Reject	Mark
5(a)	(by) bus		**(1)**

Question number	Answer	Reject	Mark
5(b)	(at) 7.45/(at) (a) quarter to eight		**(1)**

Question number	Answer	Reject	Mark
5(c)	(They are) young (1) (very) good (1)		**(2)**

Question number	Answer	Mark
6(a)	people	**(1)**

Question number	Answer	Mark
6(b)	music (1) creative (1)	**(2)**

Question number	Answer	Mark
7	A, C, F	**(3)**

Question number	Answer	Reject	Mark
8(a)	four hours/4 hours (must include reference to hours)	four/4	**(1)**

Question number	Answer	Reject	Mark
8(b)	Any **one** of the following: download/watch films (1) download/listen to music (1)	films music	**(1)**

Question number	Answer	Reject	Mark
8(c)	half an hour		**(1)**

Question number	Answer	Mark
9(i)	C	**(1)**

Question number	Answer	Mark
9(ii)	D	**(1)**

Question number	Answer	Mark
9(iii)	B	**(1)**

Question number	Answer	Mark
9(iv)	A	**(1)**

Question number	Answer	Reject	Mark
10(a)	three months		**(1)**

Question number	Answer	Reject	Mark
10(b)	(used) (only) public transport	Bus, train	**(1)**

Question number	Answer	Reject	Mark
10(c)	Any **one** of the following: it takes longer (1) you need to be organised (1)		**(1)**

Question number	Answer	Reject	Mark
10(d)	(their) parents/(their) families		**(1)**

Question number	Answer	Mark
11	C, E, F	**(3)**

Question number	Answer	Reject	Mark
12(a)	(there were) 20, 000 spectators		(1)

Question number	Answer	Reject	Mark
12(b)	there were (very) elderly people		(1)

Question number	Answer	Reject	Mark
12(c)	they performed for free		(1)

Question number	Answer	Reject	Mark
12(d)	(to finance) peace initiatives		(1)

SECTION B

Question number	Answer	Mark
13(a)	affollato	**(1)**

Question number	Answer	Mark
13(b)	locali	**(1)**

Question number	Answer	Mark
13(c)	dolci	**(1)**

Question number	Answer	Mark
13(d)	adulti	**(1)**

Question number	Answer	Mark
13(e)	rumorosi	**(1)**

Question number	Answer	Mark
14(a)	veloce	**(1)**

Question number	Answer	Mark
14(b)	facile	**(1)**

Question number	Answer	Mark
14(c)	gratuito	**(1)**

Question number	Answer	Mark
14(d)	facile	**(1)**

Question number	Answer	Mark
14(e)	gratuito	**(1)**

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
General instructions to the teacher

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

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General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 7 to 9 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- 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 stimuli after completing Task 2 but **before** starting Task 3.
- 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 the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role-play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role-play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between one to one-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/ questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The purpose of the picture-based task is to assess communication though exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no re-phrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

The conversation is in **two** parts, each covering a separate theme.

For Part 1, the candidate will select one topic from one theme in advance.

For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between three-and-a-half to four-and-a-half minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
  - answer questions freely, in turn allowing them to produce extended sequences of speech
  - develop conversations and discussions
  - give and justify own thoughts and opinions
  - refer to past, present and future events.

GCSE Italian Foundation Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Foundation tier

- Role play FR5
- Picture card FP7
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 2 OR Theme 5

If Candidate 1 has selected Theme 3 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 2) move onto the subsequent Theme 2 sequence for each candidate.

For example:

1st candidate: Candidate 1 grid
2nd candidate: Candidate 3 grid
3rd candidate: Candidate 4 grid
4th candidate: Candidate 6 grid
5th candidate: Candidate 7 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

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

Themes:
Theme 1 – Identity and Culture
Theme 2 – Local area, holiday and travel
Theme 3 – School
Theme 4 – Future aspirations, work and study
Theme 5 – International and global dimension

Sample sequencing grid

Candidate Order	Task 1	Task 2	Task 3	
	Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection
	Role Play	Picture Based	Conversation 1	Conversation 2
Candidate 1	FR5 (Theme 3)	FP7 (Theme 4)	Theme 1	Theme 2 OR Theme 5
		FP9 (Theme 5)	Theme 2	Theme 1 OR Theme 4
		FP1 (Theme 1)	Theme 4	Theme 2 OR Theme 5
		FP3 (Theme 2)	Theme 5	Theme 1 OR Theme 4
Candidate 2	FR3 (Theme 2)	FP5 (Theme 3)	Theme 1	Theme 4 OR Theme 5
		FP2 (Theme 1)	Theme 3	Theme 4 OR Theme 5
		FP10 (Theme 5)	Theme 4	Theme 1 OR Theme 3
		FP8 (Theme 4)	Theme 5	Theme 1 OR Theme 3
Candidate 3	FR7 (Theme 4)	FP4 (Theme 2)	Theme 1	Theme 3 OR Theme 5
		FP9 (Theme 5)	Theme 2	Theme 1 OR Theme 3
		FP1 (Theme 1)	Theme 3	Theme 2 OR Theme 5
		FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 2
Candidate 4	FR1 (Theme 1)	FP8 (Theme 4)	Theme 2	Theme 3 OR Theme 5
		FP3 (Theme 2)	Theme 3	Theme 4 OR Theme 5
		FP9 (Theme 5)	Theme 4	Theme 2 OR Theme 3
		FP5 (Theme 3)	Theme 5	Theme 2 OR Theme 4
Candidate 5	FR4 (Theme 2)	FP9 (Theme 5)	Theme 1	Theme 3 OR Theme 4
		FP1 (Theme 1)	Theme 3	Theme 4 OR Theme 5
		FP6 (Theme 3)	Theme 4	Theme 1 OR Theme 5
		FP7 (Theme 4)	Theme 5	Theme 1 OR Theme 3

Candidate 6	FR8 (Theme 4)	FP10 (Theme 5)	Theme 1	Theme 2 OR Theme 3
		FP5 (Theme 3)	Theme 2	Theme 1 OR Theme 5
		FP3 (Theme 2)	Theme 3	Theme 1 OR Theme 5
		FP2 (Theme 1)	Theme 5	Theme 2 OR Theme 3
Candidate 7	FR6 (Theme 3)	FP8 (Theme 4)	Theme 1	Theme 2 OR Theme 5
		FP10 (Theme 5)	Theme 2	Theme 1 OR Theme 4
		FP2 (Theme 1)	Theme 4	Theme 2 OR Theme 5
		FP4 (Theme 2)	Theme 5	Theme 1 OR Theme 4
Candidate 8	FR9 (Theme 2)	FP8 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		FP9 (Theme 5)	Theme 3	Theme 1 OR Theme 4
		FP2 (Theme 1)	Theme 4	Theme 3 OR Theme 5
		FP5 (Theme 3)	Theme 5	Theme 1 OR Theme 4
Candidate 9	FR2 (Theme 1)	FP6 (Theme 3)	Theme 2	Theme 4 OR Theme 5
		FP7 (Theme 4)	Theme 3	Theme 2 OR Theme 5
		FP10 (Theme 5)	Theme 4	Theme 2 OR Theme 3
		FP4 (Theme 2)	Theme 5	Theme 3 OR Theme 4
Candidate 10	FR10 (Theme 2)	FP7 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		FP1 (Theme 1)	Theme 3	Theme 4 OR Theme 5
		FP9 (Theme 5)	Theme 4	Theme 1 OR Theme 3
		FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 4

*** Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'**

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, **and** a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR1

Topic: Who am I?

Instructions to candidates

You are staying with an Italian family. You are talking about your friends to a young member of the family. The teacher will play the role of the Italian family member and will speak first.

You must address the Italian family member as *tu*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Tu stai con una famiglia italiana. Parli dei tuoi amici con un giovane membro della famiglia.

1. Migliore amico/a – descrizione

2. Amico/a - compleanno (data)

3. **!**

4. Attività insieme

5. **?** Migliore amico/a - nome

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS FR1

Topic: Who am I?

Instructions to teacher

- **Address the candidate as *tu*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction.

Tu stai con una famiglia italiana. Parli dei tuoi amici con un giovane membro della famiglia.

1	***Com'è il tuo migliore amico/la tua migliore amica?*** Allow the candidate to describe their best friend.
2	***Qual è la data del suo compleanno?*** Allow the candidate to say when their friend's birthday is.
3	**!** ***Da quanto tempo lo/la conosci?*** Allow the candidate to say how long they have known one another.
4	***Quale attività fate insieme?*** Allow the candidate to say what activity they do together. ***Benissimo!***
5	**?** Allow the candidate to ask the name of your best friend. *Give an appropriate brief response.*

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, **and** a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR2

Topic: Cultural life

Instructions to candidates

You are planning to go to a music festival with your Italian friend. The teacher will play the role of your friend and will speak first.

You must address your Italian friend as *tu*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Tu vai a un festival musicale con il tuo amico italiano/la tua amica italiana. Parli con il tuo amico/la tua amica.

1. Andare al festival - ragione

2. Al festival – per quanto tempo

3. **!**

4. Vestiti necessari - tipo

5. **?** Musica italiana - opinione

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS FR2

Topic: Cultural life

Instructions to teacher

- **Address the candidate as *tu*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction.

Tu vai a un festival musicale con il tuo amico italiano/la tua amica italiana. Parli con il tuo amico/la tua amica.

1	***Perché vuoi andare al festival?*** Allow the candidate to tell you why they want to go to the festival.
2	***Quanto tempo ci restiamo?*** Allow the candidate to say how long they are staying at the festival.
3	**!** ***Quanto costano i biglietti per il festival?*** *Allow the candidate to say how much the festival tickets cost.*
4	***Che tipo di vestiti prendiamo?*** Allow the candidate to say which type of clothes to take. ***D'accordo.***
5	**?** Allow the candidate to ask your opinion of Italian music. *Give an appropriate brief response.*

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, **and** a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR3

Topic: Holidays

Instructions to candidates

You are on a sports holiday in Italy and would like to book an activity. The teacher will play the role of the sports centre receptionist and will speak first.

You must address the sports centre receptionist as *Lei*.

You will talk to the teacher using the five prompts below.

- Where you see - **?**- you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Lei è in Italia per una vacanza sportiva. Vuole prenotare un'attività.

1. Attività - quale
2. Attività – a che ora
3. **!**
4. Questa vacanza sportiva - opinione
5. **?** Istruttore sportivo/istruttrice sportiva - nome

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS FR3

Topic: Holidays

Instructions to teacher

- **Address the candidate as *Lei*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction.

Lei è in Italia per una vacanza sportiva. Vuole prenotare un'attività.

1	***Mi dica pure?*** Allow the candidate to say which activity they want to do.
2	***A che ora vuole fare l'attività?*** Allow the candidate to say what time they wish to do the activity.
3	**!** ***Perché le interessa quest'attività?*** Allow the candidate to say why they are interested in this activity.
4	***Cosa pensa di questa vacanza sportiva?*** Allow the candidate to give their opinion of the sports holiday. ***Ho capito.***
5	**?** Allow the candidate to ask you the name of the sports coach. *Give an appropriate brief response.*

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, **and** a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR4

Topic: Travel and tourist transactions

Instructions to candidates

You are in a restaurant in Italy with your friend. The teacher will play the part of the waiter/waitress and will speak first.

You must address the waiter/waitress as *Lei*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Lei è in un ristorante in Italia con un amico/un'amica. Parla con il cameriere/la cameriera.

1. Tavolo – numero di persone
2. Tavolo – dove
3. **!**
4. Cucina italiana – opinione
5. **?** Wifi - possibile

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS FR4

Topic: Travel and tourist transactions

Instructions to teacher

- **Address the candidate as *Lei*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction.

Lei è in un ristorante in Italia con un amico/un'amica. Parla con il cameriere/la cameriera.

1	***Buongiorno signore/signorina. Mi dica pure?*** Allow the candidate to ask for a table for … (state number) people.
2	***Dove preferisce sedere?*** Allow the candidate to say where they want to sit.
3	**!** *Quale menu vuole?* Allow the candidate to say which menu they want.
4	***Cosa pensa della cucina italiana?*** Allow the candidate to give their opinion of Italian food. ***Ah, bene!***
5	**?** *Allow the candidate to ask you about internet connection.* *Give an appropriate brief response.*

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, **and** a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR5

Topic: School activities

Instructions to candidates:

You are in your school talking to your Italian exchange partner about a school trip you are both going on. The teacher will play the role of the exchange partner and will speak first.

You must address the exchange partner as *tu*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Tu parli della tua gita scolastica con il tuo/la tua partner di scambio italiano/italiana.

1. Gita - quando
2. Gita - durata
3. **!**
4. Gite scolastiche – opinione
5. **?** Gite scolastiche – spesso

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS FR5

Topic: School activities

Instructions to teacher

- **Address the candidate as *tu*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction.

Tu parli della tua gita scolastica con il tuo/la tua partner di scambio italiano/italiana.

1	***Quando andiamo?*** Allow the candidate to say when the trip is.
2	***Quanto dura la gita?*** Allow the candidate to say how long the trip lasts.
3	**!** ***Dove ci incontriamo?*** Allow the candidate to say where to meet.
4	***Che cosa pensi delle gite scolastiche?*** Allow the candidate to give their opinion of school trips. ***Interessante!***
5	**?** Allow the candidate to ask you whether you often go on school trips. *Give an appropriate brief response.*

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, **and** a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR6

Topic: What school is like

Instructions to candidates

You are talking to an Italian exchange student visiting your school. The teacher will play the role of the Italian exchange student and will speak first.

You must address the student as *tu*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Tu parli con uno studente/una studentessa dello scambio scolastico italiano che fa la tua scuola.

1. Materia preferita – ragione

2. Professori - opinione

3. **!**

4. Pausa pranzo – attività

5. **?** Scuola in Italia – fine

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS FR6

Topic: What school is like

Instructions to teacher

- **Address the candidate as *tu*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction.

Tu parli con uno studente/una studentessa dello scambio scolastico italiano che fa la tua scuola.

1	***Qual è la tua materia preferita e perché?*** Allow the candidate to say what their favourite subject is and why.
2	***Cosa pensi dei tuoi professori?*** Allow the candidate to give their opinion of their teachers.
3	**!** *Con che frequenza* ***fai sport a scuola?*** Allow the candidate to say how often they do sport at school.
4	***Che cosa fai durante la pausa pranzo?*** Allow the candidate to say what they do in the lunch break. ***Benissimo!***
5	**?** Allow the candidate to ask you when school ends in Italy. *Give a brief appropriate response.*

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, **and** a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR7

Topic: Work

Instructions to candidates

You want to work in Italy during the summer and go to an agency to find work.
The teacher will play the role of the agent and will speak first.

You must address the employee as Lei.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Lei è in un'agenzia di lavoro per cercare lavoro in Italia. Parla con l'impiegato/a.

1. Qui all'agenzia - ragione
2. Tipo di lavoro preferito
3. **!**
4. Qualità personali
5. **?** Cominciare - quando

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS FR7

Topic: Work

Instructions to teacher

- **Address the candidate as *Lei*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction.

Lei è in un'agenzia di lavoro per cercare lavoro in Italia. Parla con l'impiegato/a.

1	***Buongiorno. Mi dica pure?*** Allow the candidate to say why they are at the agency.
2	***Che tipo di lavoro le interessa?*** Allow the candidate to say what sort of work interests them.
3	**!** ***Per quanto tempo rimane in Italia?*** Allow the candidate to say how long they are staying in Italy.
4	***Mi parli delle sue qualità personali.*** Allow the candidate to tell you about their personal qualities. ***Benissimo.***
5	**?** Allow the candidate to ask you when they can start work. *Give an appropriate brief response.*

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, **and** a conversation.
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- Do not make notes on this stimulus card.
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- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
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STIMULUS FR8

Topic: Work

Instructions to candidates

You are in an interview for a summer job in a hotel in Rome. The teacher will play the role of the interviewer and will speak first.

You must address the interviewer as *Lei*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Lei ha un colloquio di lavoro in un albergo durante la stagione estiva a Roma.

1. Lavoro a Roma – quanto tempo

2. **!**

3. Lavoro in Italia – ragione

4. Qualità personali

5. **?** Lavoro – paga

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS FR8

Topic: Work

Instructions to teacher

- **Address the candidate as *Lei*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction.

Lei ha un colloquio di lavoro in un albergo durante la stagione estiva a Roma.

1	***Per quanto tempo vuole lavorare a Roma?*** Allow the candidate to say how long they want to work in Rome.
2	**!** ***Che tipo di lavoro vuole fare?*** Allow the candidate to say what kind of work they want to do.
3	***Perché Lei è interessato/a a lavorare in Italia?*** Allow the candidate to say why they are interested in working in Italy.
4	***Quali qualità personali ha per questo lavoro?*** Allow the candidate to state their personal qualities. ***Benissimo!***
5	**?** Allow the candidate to ask you about the pay. *Give an appropriate brief response.*

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, **and** a conversation.
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- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR9

Topic: Travel and tourist transactions

Instructions to candidates

You are in a train station in Italy and you want to buy tickets. The teacher will play the part of the booking clerk and will speak first.

You must address the booking clerk as *Lei*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Lei è in una stazione in Italia e vuole comprare dei biglietti.

1. Biglietto – destinazione
2. Biglietto – tipo
3. **!**
4. Visita – ragione
5. **?** Viaggio – durata

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS FR9

Topic: Travel and tourist transactions

Instructions to teacher

- **Address the candidate as *Lei*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction.

Lei è in una stazione in Italia e vuole comprare dei biglietti.

1	***Mi dica pure?*** Allow the candidate to say where they wish to buy a ticket for.
2	***Quale tipo di biglietto desidera?*** Allow the candidate to say the type of ticket they want.
3	**!** ***Come vuole pagare?*** Allow the candidate to tell you how s/he wants to pay.
4	***Perché vuole visitare questa località?*** Allow the candidate to explain why they want to visit there. ***Bene.***
5	**?** Allow the candidate to ask you how long the journey lasts. *Give an appropriate brief response.*

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, **and** a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR10

Topic: Travel and tourist transactions

Instructions to candidates

You are telephoning a restaurant in Italy to make a reservation for a celebration. The teacher will play the role of the waiter/waitress and will speak first.

You must address the waiter/waitress as *Lei*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Lei chiama al telefono un ristorante in Italia. Vuole fare una prenotazione.

1. Prenotazione – quante persone
2. Prenotazione – quando
3. **!**
4. Festeggiare – ragione
5. **?** Cibo vegetariano

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS FR10

Topic: Travel and tourist transactions

Instructions to teacher

- **Address the candidate as *Lei*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction.

Lei chiama al telefono un ristorante in Italia. Vuole fare una prenotazione.

1	***Mi dica pure?*** Allow the candidate to say how many people they would like to make a reservation for.
2	***Per quando la vuole?*** Allow the candidate to say for when the reservation is.
3	**!** ***Dove vuole il tavolo?*** Allow the candidate to say where they want the table.
4	***Che cosa*** festeggia***?*** Allow the candidate to say what they are celebrating. ***Bello!***
5	**?** Allow the candidate to ask about vegetarian meals. *Give an appropriate brief response.*

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, **and** a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP1

Topic: Who am I?

(Source: © benis arapovic/Alamy Stock Photo)

Guarda la foto e prepara le risposte ai seguenti punti:

- descrizione della foto
- la tua opinione su uscire con gli amici
- cosa hai fatto con un amico/un'amica la settimana scorsa
- cosa farai con il tuo/la tua migliore amico/amica per le vacanze estive?
- com'è l'amico/a ideale

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP1

Topic: Who am I?

(Source: © benis arapovic/Alamy Stock Photo)

1. Descrivimi la foto.

   [Altro?]

2. Secondo me, uscire con gli amici è importante. E secondo te?

   [Perché (no)?/Altro?]

3. Che cosa hai fatto con un amico/un'amica la settimana scorsa? Raccontami.

   [Altro?]

4. Cosa farai con il tuo/la tua migliore amico/amica per le vacanze estive?

   [Perché? Altro?]

5. Com'è l'amico/a ideale?

   [Perché? Altro?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, **and** a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP2

Topic: Cultural life

(Source: © TravelStockCollection - Homer Sykes/Alamy Stock Photo)

Guarda la foto e prepara le risposte ai seguenti punti:

- descrizione della foto
- la tua opinione sui festival
- l'ultima volta che sei andato/a a un festival
- festeggiare il tuo prossimo compleanno
- la tua musica preferita per una festa

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP2

Topic: Cultural life

(Source: © TravelStockCollection - Homer Sykes/Alamy Stock Photo)

1. Descrivimi la foto.

   [Altro?]

2. Secondo me, i festival come questo sono molto importanti. E secondo te?

   [Perché (no)?/Altro?]

3. Cosa hai fatto l'ultima volta che sei andato/a a un festival?

   [Altro?]

4. Come festeggerai il tuo prossimo compleanno?

   [Perché?/Altro?]

5. Che musica preferisci per una festa?

   [Perché?/Altro?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, **and** a conversation.
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- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP3

Topic: Town, region and country

(Source: © imageBROKER/Alamy Stock Photo)

Guarda la foto e prepara le risposte ai seguenti punti:

- descrizione della foto
- la tua opinione sulle attività per i giovani nella tua zona
- l'ultima volta che sei andato/a in centro
- una città che vorresti visitare nel futuro
- la tua preferenza – campagna o città

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP3

Topic: Town, region and country

(Source: © imageBROKER/Alamy Stock Photo)

1. Descrivimi la foto.

   [Altro?]

2. Secondo me, ci sono molte attività per i giovani nella tua zona. E secondo te?

   [Perché (no)?/Altro?]

3. Cosa hai fatto l'ultima volta che sei andato/a in centro?

   [Altro?]

4. Quale città vorresti visitare nel futuro?

   [Perché?/Altro?]

5. Preferisci la città o la campagna?

   [Perché?/Altro?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

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- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP4

Topic: Holidays

(Source: © Paula Solloway/Alamy Stock Photo)

Guarda la foto e prepara le risposte ai seguenti punti:

- descrizione della foto
- la tua opinione sul campeggio
- la tua ultima vacanza
- la tua prossima vacanza
- la tua opinione sulle - vacanze estive

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
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- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP4

Topic: Holidays

(Source: © Paula Solloway/Alamy Stock Photo)

1. Descrivimi la foto.

   [Altro?]

2. Secondo me, fare campeggio è fantastico. E secondo te?

   [Perché (no)?/Altro?]

3. Cosa hai fatto per la tua ultima vacanza? Raccontami.

   [Altro?]

4. Cosa farai per la tua prossima vacanza?

   [Perché?/Altro?]

5. Che opinione hai delle vacanze estive?

   [Perché (no)? /Altro?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

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- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
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STIMULUS FP5

Topic: School activities

(Source: © Peter Forsberg/Alamy Stock Photo)

Guarda la foto e prepara le risposte ai seguenti punti:

- descrizione della foto
- la tua opinione sulle gite scolastiche
- una gita scolastica che hai fatto
- un evento scolastico a cui parteciperai nel futuro
- attività scolastiche che non ti piacciono

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
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STIMULUS FP5

Topic: School activities

(Source: © Peter Forsberg/Alamy Stock Photo)

1. Descrivimi la foto.

   [Altro?]

2. Secondo me, le gite scolastiche sono noiosi. E secondo te?

   [Perché (no)?/Altro?]

3. Quale gita scolastica hai fatto? Raccontami.

   [Altro?]

4. A quale evento scolastico parteciperai nel futuro?

   [Perché?/Altro?]

5. Quali attività scolastiche non ti piacciono?

   [Perché (no)?/Altro?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, **and** a conversation.
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- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP6

Topic: What school is like

(Source: © dpa picture alliance / Alamy Stock Photo)

Guarda la foto e prepara le risposte ai seguenti punti:

- descrizione della foto
- la tua opinione sulle divise scolastiche
- cosa hai fatto a scuola ieri
- come festeggerai la fine degli esami
- le tue attività scolastiche preferite

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
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STIMULUS FP6

Topic: What school is like

(Source: © dpa picture alliance / Alamy Stock Photo)

1. Descrivimi la foto.

   [Altro?]

2. Secondo me, portare una divisa a scuola è una buona idea. E secondo te?

   [Perché (no)?/Altro?]

3. Cosa hai fatto a scuola ieri?

   [Altro?]

4. Che cosa farai per festeggiare la fine degli esami?

   [Perché?/Altro?]

5. Quali attività ti piace fare a scuola?

   [Perché?/Altro?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

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STIMULUS FP7

Topic: Work

(Source: © Blend Images/Alamy Stock Photo)

Guarda la foto e prepara le risposte ai seguenti punti:

- descrizione della foto
- la tua opinione sul lavoro di gruppo
- un lavoretto che hai fatto
- il lavoro che vorresti fare nel futuro
- un tipo di professione che non ti piace

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
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STIMULUS FP7

Topic: Work

(Source: © Blend Images/Alamy Stock Photo)

1. Descrivimi la foto.

   [Altro?]

2. A me piace lavorare in gruppo. E secondo te?

   [Perché (no)?/Altro?]

3. Parlami di un lavoretto che hai fatto.

   [Altro?]

4. Che lavoro vorresti fare nel futuro?

   [Perché?/Altro?]

5. Quale tipo di lavoro non ti piace?

   [Perché (no)?/Altro?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

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STIMULUS FP8

Topic: Ambitions

(Source: © Andy Dean Photography/Alamy Stock Photo)

Guarda la foto e prepara le risposte ai seguenti punti:

- descrizione della foto
- continuare a studiare dopo i 16 anni: la tua opinione
- volontariato fatto nel passato
- i tuoi progetti per settembre
- tu - andare all'università o trovare un lavoro

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
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STIMULUS FP8

Topic: Ambitions

(Source: © Andy Dean Photography/Alamy Stock Photo)

1. Descrivimi la foto.

   [Altro?]

2. Secondo me, continuare a studiare dopo i 16 anni è una buona idea. E secondo te?

   [Perché (no)?/Altro?]

3. Che tipo di volontariato hai già fatto?

   [Altro?]

4. Cosa farai a settembre?

   [Perché?/Altro?]

5. Preferiresti andare all'università o trovare un lavoro?

   [Perché (no)?/Altro?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

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STIMULUS FP9

Topic: Environmental issues

(Source: © LOOK Die Bildagentur der Fotografen GmbH/Alamy Stock Photo)

Guarda la foto e prepara le risposte ai seguenti punti:

- descrizione della foto
- troppe macchine sulle strade: la tua opinione
- cosa hai fatto per l'ambiente
- cosa farai per essere più ecologico
- se ti piace prendere i trasporti pubblici

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

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STIMULUS FP9

Topic: Environmental issues

(Source: © LOOK Die Bildagentur der Fotografen GmbH/Alamy Stock Photo)

1. Descrivimi la foto.

   [Altro?]

2. Secondo me, ci sono troppe macchine sulle strade. E secondo te ?

   [Perché (no)?/Altro?]

3. Cosa hai fatto per l'ambiente?

   [Altro?]

4. Cosa farai per essere più ecologico nel futuro?

   [Perché?/Altro?]

5. Ti piace prendere i trasporti pubblici?

   [Perché (no)?/Altro?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching September 2017
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Paper Reference
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STIMULUS FP10

Topic: Bringing the world together

(Source: © epa european pressphoto agency b.v./Alamy Stock Photo)

Guarda la foto e prepara le risposte ai seguenti punti:

- descrizione della foto
- la tua opinione sulle competizioni sportive
- un evento sportivo che hai visto
- lo sport che farai nelle prossime vacanze
- se ti piace guardare lo sport alla TV

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2F

You do not need any other materials.

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STIMULUS FP10

Topic: Bringing the world together

(Source: © epa european pressphoto agency b.v./Alamy Stock Photo)

1. Descrivimi la foto.

   [Altro?]

2. Lo adoro le competizioni sportive. E tu?

   [Perché (no)?/Altro?]

3. Parlami di un evento sportivo che hai visto.

   [Altro?]

4. Quale sport farai nelle prossime vacanze?

   [Perché?/Altro?]

5. Ti piace guardare lo sport alla TV?

   [Perché (no)?/Altro?]

GCSE Italian Foundation tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all you should 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 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 band. You should 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 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.

Assessment criteria for the Foundation tier – Part 1

Role play – Foundation tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous **OR** pronunciation prevents communication.
1	Partially clear/ambiguous **OR** partially appropriate within the context of the role play; pronunciation may affect clarity of communication.
2	Clearly communicated; appropriate within the context of the roleplay; unambiguous; pronunciation supports clear communication.

Additional guidance on the mark scheme

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.
Informal register: includes language that students would use with friends and people of a similar age, such as endearments and informal greetings and forms of address where appropriate. Informal register also requires the use of the informal structures when using, for example, verbs and possessive adjectives.

Formal register: includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. Formal register includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

Partially clear/pronunciation may affect clarity of communication*:* makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role-play mark grid

To exemplify application of the marking criteria, Foundation role play 1 (FR1) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.

Foundation card 1 (FR1)

Tu stai con una famiglia italiana. Parli dei tuoi amici con un giovane membro della famiglia.

Prompt 1: Migliore amico/a – descrizione

Question 1: ***Com'è il tuo migliore amico/la tua migliore amica?***

Mark	Descriptor	
0	**È migliore amico/a.**	**Tuo/a amico/a sincero/a.**
	No rewardable communication: does not address the question.	Highly ambiguous: refers to the wrong person (*tuo/a* rather than *mio/a*).
1	**Com'è, intelligente.**	**Descrizione generoso/a.**
	Partially clear: the repeat of the beginning of the question makes the message difficult to understand immediately.	Communication is ambiguous: the message is blurred due to incorrect construction.
2	**È gentilo/a è simpatico/a.**	**Il mio amico/la mia amica ha molto grande.**
	Clearly communicated, despite incorrect ending (*gentilo/a* instead of *gentile*).	Clearly communicated in spite of the wrong verb (*ha*, instead of *è*).

Prompt 2: Amico/a - compleanno (data)

Question 2: ***Qual è la data del suo compleanno?***

Mark	Descriptor	
0	**Compleanno amico.**	**Anno data.**
	No rewardable communication: the candidate is simply repeating words from the question.	No rewardable communication: the answer is unrelated to the prompt.
1	**Dieci gigno.**	**Buon compleanno dieci giugno.**
	Partially clear: some lack of clarity due to mispronunciation of the month.	Partially clear: inappropriate inclusion of, 'happy' blurs the message. However, since the date is included, it still gives meaning within the context of the role play.
2	**È il dieci giugno.**	**Suo compleanno dieci giugno.**
	Clearly communicated response to the prompt.	Clearly communicated response in spite of the lack of verb.

Prompt 3: !

Question 3: *Da quanto tempo lo/la conosci?*

Mark	Descriptor	
0	**Fa bel tempo.**	**Non lo/la conosco.**
	No rewardable communication: the candidate is thinking of the other meaning of *tempo = weather*.	No rewardable communication: the candidate misunderstood the question.
1	**Quando siamo piccolo.**	**Lo/la conosco anni.**
	Partially clear: the sentence is incorrectly constructed (missing *da = since)*, but some meaning is conveyed within the context of the role play.	Partially clear: the candidate has given a partial and vague answer. However some meaning is conveyed within the context of the role play.
2	**Da tre o quattro anni.**	**Tre o quattro anni fa.**
	Clearly communicated.	Clearly communicated despite the awkward construction.

Prompt 4: Attività insieme

Question 4: *Quale attività fate insieme?*

Mark	Descriptor	
0	**Sieme attivi.**	**Gochiamo a calzio.**
	No rewardable communication: the response is not meaningful (the candidate confused *insieme = together* and *siamo = we are*).	Pronunciation prevents communication (should be: *giochiamo a calico*). Highly ambiguous: the student misunderstood the prompt and seems to be trying to give the time of an activity.
1	**Calcio.**	**Gioco a calcio.**
	Partially clear: it is not clear whether the candidate means playing, or watching football.	Ambiguous: the idea of *together* is lost; outside of the context of the role play this would suggest they play football on their own.
2	**Andiamo a nuotare.**	**Guardare un film.**
	Clearly communicated; this response is clear.	Unambiguous, if very brief response.

Prompt 5: ? Migliore amico/a - nome

Mark	Descriptor	
0	**Il mio amico si chiama Franco.**	**Hai un migliore amico?**
	No rewardable communication: the candidate has not asked a question.	Highly ambiguous: the question is not relevant to the prompt.
1	**Il suo migliore amico/la sua migliore amica, come si chiama?**	**Si chiama il tuo amico/tua amica?**
	Partially appropriate: communication is in the formal, rather than informal register.	Communication is ambiguous due to lack of initial question word *come,* but key words and intonation convey some of the meaning.
2	**Come si chiama tuo amico/ tua amica?**	**Il nome del tuo amico/della tua amica?**
	Clearly communicated: clear question, in spite of omission of *il* and *la*.	Communicated fully despite missing a verb.

Assessment criteria for the Foundation tier – Part 2

Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task:
- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material
1–4	• Limited response to set questions, likely to consist of a single-word answer. • Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond. • A straightforward opinion may be expressed but without justification • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication
5–8	• Responds briefly to set questions, there is much hesitation and continuous prompting needed. • Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond. • Straightforward, brief opinions are given but without justification. • Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.
9–12	• Responds to set questions with some development, some hesitation and some prompting necessary. • Some effective adaptation of language to describe, narrate and inform in response to the set questions. • Expresses opinions with occasional, brief justification. • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
13–16	• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary. • Frequently effective adaptation of language to describe, narrate and inform in response to the set questions. • Expresses opinions and gives justification with some development. • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.

Additional guidance

Adaptation of/adapting language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Straightforward opinions and justification are those that form part of a minimum/standard/predictable response.

Picture-based task: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–2	• Limited accuracy when responding to set questions; minimal success when referring to past, present and future events. • Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation.
3–4	• Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity. • Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning.
5–6	• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity. • Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
7–8	• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity. • Responses are generally coherent although errors occur that occasionally hinder clarity of communication.

Additional guidance

Errors: 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)/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 of the verb
- mother-tongue interference.

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

Assessment criteria for the Foundation tier – Part 3

Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Foundation tier

Mark	Descriptor
0	• No rewardable material.
1–3	• Communicates limited information relevant to the topics and questions. • Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification. • Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary. • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication.
4–6	• Communicates brief information relevant to the topics and questions. • Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification. • Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary. • Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.
7–9	• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech. • Uses language to produce straightforward ideas, thoughts and opinions with occasional justification. • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary. • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
10–12	• Communicates information relevant to the topics and questions, with some extended sequences of speech. • Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified. • Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes. • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.

Additional guidance

Uses language creatively – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–3	• Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question. • Short, undeveloped responses, many incomplete. • Isolated examples of ability to sustain communication, pace is slow and hesitant throughout.
4–6	• Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question. • Short responses, any development depends on teacher prompting. • Limited ability to sustain communication, pace is mostly slow and hesitant.
7–9	• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted. • Occasionally able to initiate and develop responses independently but regular prompting needed. • Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.
10–12	• Responds spontaneously to some questions, interacting naturally for parts of the conversation. • Sometimes able to initiate and develop the conversation independently, some prompting needed. • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation.

Additional guidance

Rephrasing/repair 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.

Responds/responding spontaneously: gives a relevant, impromptu response based on what they have heard.

Rehearsed language*:* language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).

Conversation: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–3	• Uses straightforward, individual words/phrases; limited evidence of language manipulation. • Limited accuracy, minimal success when referring to past, present and future events. • Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation.
4–6	• Uses straightforward, repetitive, grammatical structures. • Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity. • Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning.
7–9	• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures. • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity. • Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed.
10–12	• Manipulates grammatical structures with occasional variation, complex structures used but repetitive. • Generally accurate grammatical structures, generally successful references to past, present and future events. • Generally coherent speech although errors occur that sometimes hinder clarity of communication.

Additional guidance

C*omplex grammatical structures* are considered to be:
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: 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 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)/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 of the verb
- mother-tongue interference.

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

Write your name here

Surname	Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Centre Number	Candidate Number

Italian

Paper 3: Reading and understanding in Italian
Foundation tier

Sample assessment material for first teaching September 2017
Time: 45 minutes

Paper Reference
1IN0/3F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions from Sections A, B and C.
- Questions in Sections A and C are set in English.
- Questions in Section B are set in Italian.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question*
  – *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ▶

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SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

Pastimes

1 Read the blog about teenage pastimes.

Monica:	Adoro cantare e suonare la chitarra, ma non mi piace leggere, lo trovo noioso.
Fabio:	Mi piace molto andare al cinema, ma non mi piace ballare. Non vado mai in discoteca.
Cristina:	Detesto la televisione, ma adoro andare a fare compere con le mie amiche. Vado in città ogni fine settimana.
Stefano:	Adoro andare in bicicletta, ma non mi piace giocare a calcio.

What do they say about their pastimes? Enter either **Monica**, **Fabio**, **Cristina** or **Stefano**.

You can use each person more than once.

Example: Fabio likes going to the cinema.

(a) ..... likes cycling.

(1)

(b) ..... doesn't like dancing.

(1)

(c) ..... doesn't like reading.

(1)

(d) ..... likes shopping.

(1)

(e) ..... likes singing.

(1)

(f) ..... dislikes playing football.

(1)

(Total for Question 1 = 6 marks)

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A new sports centre

2 Read the advert below.

Centro sportivo Poseidon

Siamo a tre chilometri dal centro di Varese, vicino allo stadio.

L'abbonamento costa 20€ al mese (10€ per i bambini).

Siamo aperti tutti i giorni dalle 8.30 alle 22.00.

Abbiamo due piscine, una palestra, un campo di pallavolo e una zona benessere.

Offriamo corsi di nuoto, yoga, ginnastica e karate per adulti e bambini.

Complete the gap in each sentence using a word from the box below. There are more words than gaps.

20€	10€	motorway	stadium	until 9pm
tennis court	gym	station	swimming	dance
	~~town centre~~	every day		

Example: The sports centre is situated 3 km away from the town centre .

(a) The sports centre is near the ..... .

(1)

(b) It costs children ..... per month.

(1)

(c) The sports centre is open ..... .

(1)

(d) The sports centre has a ..... .

(1)

(e) ..... lessons are available.

(1)

(Total for Question 2 = 5 marks)

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Media and technology

3 Read this blog by Guglielmo about technology.

La tecnologia ha cambiato la nostra vita di tutti i giorni. L'invenzione più importante per la mia vita è sicuramente il computer.

Grazie a Internet posso navigare su siti, giocare con amici e cercare informazioni per la scuola.

Posso usare Internet anche per la musica: su Youtube posso trovare tutte le canzoni più belle.

Con altri siti posso mandare fotografie gratuitamente.

(a) Answer the following questions **in English**. You do not need to write in full sentences.

(i) What is the most important invention according to Guglielmo?

(1)

.....

(ii) Why does he like Youtube?

(1)

.....

(iii) What can he send for free?

(1)

.....

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The blog continues.

Più di tutto però mi piacciono i social network. Grazie a Facebook posso restare in contatto con amici che abitano lontano e scaricare giochi molto divertenti.

Purtroppo a volte preferisco restare in casa a chattare al computer piuttosto che uscire con gli amici.

(b) (i) Name **one** reason why Guglielmo likes Facebook.

(1)

.....

(ii) What is the downside of using social networks according to Guglielmo?

(1)

.....

(Total for Question 3 = 5 marks)

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'Marcovaldo' by Italo Calvino

4 Read the extract below.

Marcovaldo è un operaio che lavora in una fabbrica in una grande città industriale. La sua passione però è la natura.

Una mattina, mentre aspetta il tram, nota qualcosa di insolito vicino alla fermata. Sotto gli alberi del viale vede dei funghi che stanno crescendo proprio nel centro della città.

Al lavoro Marcovaldo è molto distratto perché pensa sempre ai funghi. Vuole tornare a prenderli per mangiarli.

Durante la notte piove e i funghi diventano più grandi, così il mattino dopo Marcovaldo va a raccoglierli. Anche i suoi vicini di casa li prendono.

Ma i funghi non sono buoni da mangiare, così quella sera tutti si ritrovano all'ospedale con il mal di pancia!

(Source: from Marcovaldo, Italo Calvino, Mondadori, 1995)

Put a cross ☒ in the correct box.

Example: The story is about…

☐	**A** a doctor
☒	**B** a factory worker
☐	**C** a student
☐	**D** a tram driver

(i) Marcovaldo likes…

☐	**A** travelling
☐	**B** big cities
☐	**C** nature
☐	**D** trams

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(ii) One morning Marcovaldo finds some…

☒	**A** mushrooms
☒	**B** fruit
☒	**C** keys
☒	**D** flowers

(iii) That day at work Marcovaldo is…

☒	**A** bored
☒	**B** excited
☒	**C** tired
☒	**D** absent-minded

(iv) The next morning Marcovaldo sees…

☒	**A** his colleagues
☒	**B** his relatives
☒	**C** his friends
☒	**D** his neighbours

(v) Marcovaldo spends the evening…

☒	**A** in a restaurant
☒	**B** in hospital
☒	**C** in a bar
☒	**D** on the tram

(Total for Question 4 = 5 marks)

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An international event

5 Read the advert below.

> La festa della musica è nata in Francia nel 1982, ma in Italia è cominciata due anni dopo.
>
> Quest'anno la festa sarà come sempre il 21 giugno, il giorno del solstizio d'estate. Circa sessanta città italiane parteciperanno a questa iniziativa. La festa più grande avrà luogo a Roma, dove la gente potrà assistere a oltre duecento concerti gratuiti. I musicisti suoneranno nelle strade, nelle piazze, nei giardini, nei musei, ma anche negli alberghi e nei ristoranti.
>
> L'anno scorso hanno partecipato seicento artisti, con circa 250.000 spettatori in ottantacinque località.

(a) Where was the festival first held?

(1)

.....

(b) How much will the concerts in Rome cost?

(1)

.....

(c) How many musicians took part last year?

(1)

.....

(Total for Question 5 = 3 marks)

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Ti ho sposato per allegria **by Natalia Ginzburg**

6 Read the extract from the text. Giuliana tells her story.

Prima io vivevo con mia madre in un piccolo paese di campagna. Eravamo molto povere e abitavamo in una casa molto piccola. Allora sono venuta qui a Roma, dalla mia amica Elena. Volevo diventare attrice.

Poi ho trovato un lavoro in un negozio di dischi. Mentre lavoravo nel negozio ho conosciuto una persona. Si chiamava Manolo e aveva un gatto bianco. Aveva una faccia triste e dei grandi occhi neri. Mi sono innamorata di lui.

Era molto ricco ma i soldi non gli piacevano. Scriveva libri.

Un giorno mi ha detto di andare a stare da lui. Così non sono più andata al negozio e ho perso il lavoro.

(Source: from To ho sposato per allegria, Natalia Ginzburg, Einaudi, 2010)

Answer the following questions **in English**. You do not need to write in full sentences.

(a) Where did Giuliana live before moving to Rome?

(1)

.....

(b) What did she want to do when she came to Rome?

(1)

.....

(c) What did Giuliana feel for Manolo?

(1)

.....

(d) Why did Giuliana lose her job?

(1)

.....

(Total for Question 6 = 4 marks)

TOTAL FOR SECTION A = 28 MARKS

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SECTION B

Un giovane blogger

7 Leggi il blog di Nicolas.

Mi chiamo Nicolas, ho 16 anni e frequento la terza liceo. Il mio compleanno è il 17 giugno. Mi piace stare all'aria aperta con i miei amici e mi piace molto ascoltare la musica. Il mio animale preferito è il cane, infatti ne ho uno. Non ho una squadra preferita perché il calcio non mi ha mai appassionato.

Il mio migliore amico si chiama Karim, è di origini egiziane. Ci conosciamo da quattro anni.

Da grande vorrei andare ad abitare a New York. L'anno prossimo andrò a fare una scuola per parrucchieri perché è il lavoro che vorrei fare.

Completa ogni frase con una parola dal riquadro. Attenzione! Ci sono delle parole in più.

studenti	nato	all'estero	amici	
~~superiore~~	musica	giocare		
lavorare	in campagna	calcio	media	stato

Esempio: Nicolas va alla scuola ..... superiore .....

(a) Nicolas è ..... il 17 giugno.

(1)

(b) Nicolas non ama il ..... .

(1)

(c) Nicolas e Karim sono ..... da quattro anni.

(1)

(d) In futuro Nicolas vorrebbe vivere ..... .

(1)

(e) Vuole ..... come parrucchiere.

(1)

(Total for Question 7 = 5 marks)

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QUESTION 8 BEGINS ON THE NEXT PAGE.

La mia esperienza di lavoro – di Valentina Campiello

8 Leggi questo articolo.

Il 5 ottobre ho iniziato la mia esperienza lavorativa al ristorante "La casa gialla". In questo ristorante si possono mangiare dei piatti tipici regionali. È proprio un bel locale. La prima cosa che mi ha impressionato è stata la gentilezza del resto del personale. Tutti i miei colleghi e il mio capo sono stati amichevoli e simpatici fin dal primo giorno.

Anche se il mio lavoro è durato solo fino al 30 novembre, mi ha fatto imparare molto e mi ha divertito.

Se passate vicino a questo ristorante, vi consiglio assolutamente di fermarvi per provare questi piatti.

Metti una croce ☒ nella casella corretta.

Esempio: Valentina ha lavorato in…

☐	**A** un albergo
☒	**B** un ufficio
☐	**C** un bar
☐	**D** un ristorante

(i) Il ristorante in cui ha lavorato è…

☐	**A** brutto
☐	**B** caro
☐	**C** bello
☐	**D** sporco

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(ii) I suoi colleghi erano…

☒	**A** noiosi
☒	**B** interessanti
☒	**C** gentili
☒	**D** antipatici

(iii) Valentina ha lavorato per circa…

☒	**A** una settimana
☒	**B** due mesi
☒	**C** due settimane
☒	**D** un mese

(iv) L'esperienza di lavoro è stata…

☒	**A** divertente
☒	**B** inutile
☒	**C** difficile
☒	**D** faticosa

(v) Valentina consiglia di…

☒	**A** mangiare in questo ristorante
☒	**B** aprire un nuovo ristorante
☒	**C** fare una simile esperienza di lavoro
☒	**D** lavorare in questo ristorante

(Total for Question 8 = 5 marks)

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Il turismo

9 Leggi queste descrizioni su un sito turistico.

Verona	L'Arena e la casa di Giulietta, con il balcone, sono le attrazioni più importanti. Vicino alla città c'è il Parco Natura, con giraffe e leoni.
Torino	Visitate Piazza Castello e il museo Egizio e poi andate a fare un giro dei negozi! In via Roma potete trovare le grandi firme della moda italiana, come Armani e Versace.
Firenze	Potrete vedere le opere dei maggiori artisti italiani, come Michelangelo e Leonardo da Vinci. Famosi il Duomo e il Ponte Vecchio. E dovrete provare la famosa bistecca alla fiorentina!
Venezia	Piazza San Marco è una delle piazze più belle del mondo. Con i suoi canali, Venezia è una delle città più romantiche al mondo, famosa anche per il suo Carnevale.

Qual è la città corretta? Scegliete tra: **Verona**, **Torino**, **Firenze** e **Venezia**. Ogni parola può essere usata più di una volta.

Esempio: Piazza San Marco si trova a Venezia .

(a) Potrete mangiare una specialità locale a .....

(1)

(b) Se vi interessa l'arte italiana visitate .....

(1)

(c) Per fare shopping andate a .....

(1)

(d) Se amate gli animali potete andare a .....

(1)

(e) Potrete partecipare ad un festival tradizionale a .....

(1)

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

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SECTION C

Translation

10 Translate this passage **into English**.

Vado a scuola in macchina con mio padre. Mi piace la storia perché è interessante. Detesto la matematica perché il professore è severo. Ieri sera ho dovuto studiare fino alle nove. Non ho avuto il tempo di andare in piscina.

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS
TOTAL FOR PAPER = 50 MARKS

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GCSE Italian Foundation tier

Paper 3 mark scheme

SECTION A

Question number	Answer	Mark
1(a)	Stefano	(1)

Question number	Answer	Mark
1(b)	Fabio	(1)

Question number	Answer	Mark
1(c)	Monica	(1)

Question number	Answer	Mark
1(d)	Cristina	(1)

Question number	Answer	Mark
1(e)	Monica	(1)

Question number	Answer	Mark
1(f)	Stefano	(1)

Question number	Answer	Mark
2(a)	stadium	(1)

Question number	Answer	Mark
2(b)	10 euros/10€	(1)

Question number	Answer	Mark
2(c)	every day	(1)

Question number	Answer	Mark
2(d)	gym	(1)

Question number	Answer	Mark
2(e)	swimming	(1)

Question number	Answer	Mark
3(a)(i)	computer	(1)

Question number	Answer	Mark
3(a)(ii)	find songs/music	(1)

Question number	Answer	Mark
3(a)(iii)	photographs/photos	(1)

Question number	Answer	Mark
3(b)(i)	stay in touch with friends (who live far away) OR download games	(1)

Question number	Answer	Mark
3(b)(ii)	staying at home (chatting to friends) OR not going out with his friends	(1)

Question number	Answer	Mark
4(i)	C	(1)

Question number	Answer	Mark
4(ii)	A	(1)

Question number	Answer	Mark
4(iii)	D	(1)

Question number	Answer	Mark
4(iv)	D	(1)

Question number	Answer	Mark
4(v)	B	(1)

Question number	Answer	Mark
5(a)	France	(1)

Question number	Answer	Mark
5(b)	(they are) free/(will cost) nothing	(1)

Question number	Answer	Mark
5(c)	600/six hundred	(1)

Question number	Answer	Mark
6(a)	in a small village OR in the countryside OR in a (very) small house	(1)

Question number	Answer	Mark
6(b)	become an actress/act	(1)

Question number	Answer	Mark
6(c)	she was in love with him/she loved him	(1)

Question number	Answer	Mark
6(d)	she stopped going to the shop/work OR she went to live with Manolo	(1)

SECTION B

Question number	Answer	Mark
7(a)	nato	(1)

Question number	Answer	Mark
7(b)	calcio	(1)

Question number	Answer	Mark
7(c)	amici	(1)

Question number	Answer	Mark
7(d)	all'estero	(1)

Question number	Answer	Mark
7(e)	lavorare	(1)

Question number	Answer	Mark
8(i)	C	(1)

Question number	Answer	Mark
8(ii)	C	(1)

Question number	Answer	Mark
8(iii)	B	(1)

Question number	Answer	Mark
8(iv)	A	**(1)**

Question number	Answer	Mark
8(v)	A	**(1)**

Question number	Answer	Mark
9(a)	Firenze	**(1)**

Question number	Answer	Mark
9(b)	Firenze	**(1)**

Question number	Answer	Mark
9(c)	Torino	**(1)**

Question number	Answer	Mark
9(d)	Verona	**(1)**

Question number	Answer	Mark
9(e)	Venezia	**(1)**

SECTION C

Question number	Indicative content	Mark
10	I go to school by car with my father. I like history because it is interesting. I hate maths because the teacher is strict. Last night I had to study until nine. I didn't have time to go to the swimming pool.	**(7)**

Mark	Descriptor
0	No rewardable communication.
1–2	Only isolated sentences or phrases are communicated. There are frequent errors and omissions in the translation that prevent meaning being conveyed.
3–4	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. **frequent** use of incorrect words, omitted **phrases**, incorrect tenses.
5–6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall flow or clarity of the translation.

Write your name here

Surname	Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Centre Number	Candidate Number

Italian

Paper 4: Writing in Italian

Foundation tier

Sample assessment material for first teaching September 2017

Time: 1 hour 15 minutes

Paper Reference
1IN0/4F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1, 2, 3 and 4. In Questions 2 and 3, answer **either** option (a) **or** option (b).
- Answer the questions in the spaces provided
  – *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question*
  – *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ▶

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Pearson

Volunteering

(Source: © Steve Debenport/Getty Images)

1 Sei in Italia per aiutare un'associazione di beneficenza. Pubblichi questa foto sui media sociali per i tuoi amici.

Descrivi la foto **ed** esprimi la tua opinione sull'attività di volontariato presso l'associazione di beneficenza.

Scrivi 20–30 parole circa **in italiano**.

(Total for Question 1 = 12 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Choose either Question 2(a) or 2(b).

If you answer Question 2(a) put a cross in the box ☒ .

A summer job

2 (a) Lei va in Italia d'estate per lavorare in un'agenzia di viaggi.

Scriva una lettera al direttore dell'agenzia con le seguenti informazioni:

- quando può cominciare il lavoro
- dove abiterà in Italia
- quali lingue straniere parla
- perché vuole lavorare in un'agenzia di viaggi.

Scriva 40–50 parole circa **in italiano**.

(16)

Egregio Direttore/Gentile Direttrice,

Cordiali saluti,

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

If you answer Question 2(b) put a cross in the box ☒ .

A food festival

(b) Lei vuole andare a un festival di cibi locali in Italia.

Scriva una lettera agli organizzatori del festival con le seguenti informazioni:

- informazioni personali
- quando viene in Italia
- che cosa Le piace mangiare e bere
- che cosa altro vuole fare in Italia.

Scriva 40–50 parole circa **in italiano**.

(16)

Egregio Direttore/Gentile Direttrice,

Cordiali saluti,

(Total for Question 2 = 16 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Choose either Question 3(a) or Question 3(b).

If you answer Question 3(a) put a cross in the box ☒ .

My birthday

3 (a) Il tuo amico Federico ti ha mandato un email per sapere cosa hai fatto per festeggiare il tuo compleanno.

Scrivi una risposta a Federico.

Devi includere i seguenti punti:

- come hai festeggiato il tuo ultimo compleanno
- che cosa fanno di solito i giovani alle feste di compleanno
- perché è importante festeggiare i compleanni oppure no
- i tuoi progetti per il prossimo anno.

Scrivi 80–90 parole circa **in italiano**.

(20)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

If you answer Question 3(b) put a cross in the box ☒ .

Sport in school

(b) Un giornalino scolastico italiano cerca degli articoli sullo sport a scuola per il suo sito internet.

Scrivi un articolo per il giornalino.

Devi includere i seguenti punti:

- gli sport che puoi fare a scuola
- un recente evento sportivo a scuola a cui hai partecipato
- perché è importante per i giovani fare sport a scuola oppure no
- altri sport che farai nel futuro.

Scrivi 80–90 parole circa **in italiano**.

(20)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 3 = 20 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Living in Milan

4 Traduci le seguenti frasi **in italiano**.

(a) My town is modern.

(2)

(b) There are many parks.

(2)

(c) The people are generally friendly.

(2)

(d) I like the sun, but today it's raining.

(3)

(e) We came to this big town because there is a lot to do, but I don't like the noise.

(3)

(Total for Question 4 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

DO NOT WRITE IN THIS AREA DO NOT WRITE IN THIS AREA DO NOT WRITE IN THIS AREA

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GCSE Italian Foundation tier

Paper 4 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.

- When assigning a band, 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 band and 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 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.

Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Some relevant, basic information without development • Uses language to inform, give short descriptions and express opinions with limited success • Uses limited selection of common, familiar vocabulary and expression with frequent repetition
3–4	• Mostly relevant information, minimal extra detail • Uses language to give short descriptions, simple information and opinions with variable success • Uses small selection of common, familiar vocabulary and expression with some repetition
5–6	• Relevant information with occasional extra detail • Uses language to give short descriptions, simple information and opinions with some success • Uses small selection of common, familiar vocabulary and expression with little repetition

Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Produces simple, short sentences in isolation • Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed
3–4	• Produces simple, short sentences with little linking • Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning
5–6	• Produces simple sentences with some linking • Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order 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 reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

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

Question 2 – Foundation tier (16 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see *Additional guidance*).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Limited information given, likely to consist of single words and phrases • Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down • Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts • Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression
3–4	• Some brief information given, basic points made without development • Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down • Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts • Occasional appropriate use of register and style
5–6	• Some relevant information given appropriate to the task, basic points made with little development • Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained • Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material • Mostly appropriate use of register and style, mostly sustained
7–8	• Relevant information given appropriate to the task, basic points made with some development • Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas • Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material • Appropriate use of register and style sustained

Additional guidance

Independently selected vocabulary and expression: students may use key words from the stimulus material but, to demonstrate their knowledge of vocabulary and ability to express themselves independently, they must be able to use vocabulary and expression that is not in the stimulus material.

Register and style **definition:** ***formal*** **register and style** includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Repetitive use of minimal selection of straightforward grammatical structures • Produces individual words/set phrases • Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed
3–4	• Use of a restricted range of straightforward grammatical structures, frequent repetition • Produces simple, short sentences, which are not linked • Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed
5–6	• Uses straightforward grammatical structures, some repetition • Produces simple, short sentences with minimal linking • Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed
7–8	• Uses straightforward grammatical structures, occasional repetition • Produces predominantly simple sentences occasionally linked together • Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and that result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order 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 reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

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

Question 3 – Foundation tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 3: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	• Communicates brief information relevant to the task with little development • Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification • Expresses straightforward thoughts and ideas; uses common, familiar language with repetition • Variable use of appropriate register and style
4–6	• Communicates information relevant to the task, with development of the occasional key point and idea • Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions that are occasionally successful • Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language • Appropriate use of register and style is evident but with inconsistencies
7–9	• Communicates information relevant to the task, with development of some key points and ideas • Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions • Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language • Appropriate use of register and style is evident but with occasional inconsistency

Mark	Descriptor
10–12	• Communicates information relevant to the task with expansion of key points and ideas • Effective adaptation of language to narrate, inform, interest and give convincing personal opinions • Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language • Appropriate use of register and style throughout with minimal inconsistency

Additional guidance

Creative language use – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style **definition:** ***informal register and style*** – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	• Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	• Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	• Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order 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 reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

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

Question 4 – Foundation tier (12 marks)

Translation mark grids and example responses

Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed
2	Meaning fully communicated with occasional errors that do not hinder clarity

Question number	Example response
4(a)	La mia città è moderna.
4(b)	Ci sono molti parchi.
4(c)	La gente è generalmente amichevole/simpatica.

Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	• Some words are communicated but the overall meaning of the sentence is not communicated
2	• The meaning of the sentence is partially communicated • Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed
3	• The meaning of the sentence is fully communicated • Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity

Question number	Example response
4(d)	Mi piace il sole, ma oggi piove/sta piovendo.
4(e)	Siamo venuti in questa grande città perché c'è molto da fare, ma non mi piace il rumore.

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order 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 reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

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

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 1: Listening and understanding in Italian Transcript

Higher tier

Sample assessment material for first teaching September 2017

Paper Reference
1IN0/1H

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SECTION A

La festa della primavera

Question 1

Example

M1: Domenica comincia la festa della primavera, di solito è molto divertente, vero Lucia?

Question 1

F1: Certo! La mattina c'è il mercato: ci sono sempre tantissime bancarelle e tanta gente. Le bancarelle vendono prodotti artigianali e prodotti tipici della zona. I miei preferiti sono le marmellate e le torte fatte in casa. A mia sorella Teresa piacciono gli oggetti di legno fatti a mano. Nel pomeriggio si fanno dei giochi di squadra, genitori e figli giocano insieme. Gli spettatori fanno sempre molto rumore e questo dà un po' fastidio.

Un nuovo servizio internet: Eolo

Question 2

Example

M2: Basta con l'internet vecchio-stile: lunghe attese e pochi giga.

Question 2

M2: Con Eolo puoi avere internet 24 ore al giorno e sempre alla velocità massima. Scarica musica e film, con facilità e anche nello stesso momento. Comunica con tutti i tuoi amici quando vuoi e ogni volta che vuoi: Eolo ti offre una casella di posta elettronica senza pagare di più. E non c'è limite al numero di utenti: tutta la famiglia può collegarsi facilmente e la velocità non diminuisce. E per finire, il nostro servizio-assistenza è disponibile 24 ore su 24 e non costa niente! Cosa aspetti a chiamare? Eolo e i nostri agenti ti aspettano!

SECTION B

Mirabilandia

Question 3

Example

F2: Mirabilandia è il parco-divertimenti più grande d'Italia.

Question 9

F2: Mirabilandia offre divertimento per tutta la famiglia, qui non ti annoierai mai. Ci sono aree tematiche, attrazioni e progetti scolastici per tutte le età e i gusti. Fino al 28 giugno siamo aperti dalle 10 alle 18, durante luglio e agosto dalle 10 alle 23. Il 21 giugno Mirabilandia celebra la Festa della Musica ospitando sul suo palco i migliori artisti e complessi emergenti d'Italia. L'ultimo sabato di agosto fate tardi con noi: il Parco resta aperto fino alle 2 di notte!

A school trip

Question 4

Example

M1: La gita scolastica è durata quattro giorni.

Question 11

M1: Ha partecipato tutta la classe: 10 ragazzi e 12 ragazze. Siamo andati in pullman: il viaggio è stato molto divertente, abbiamo fatto dei giochi e cantato delle canzoni. Anche se faceva molto caldo e il viaggio è stato lunghissimo, Firenze mi è piaciuta moltissimo, sembra di tornare indietro nel tempo: gli edifici storici e le opere d'arte sono magnifici, ma ci sono troppi turisti e sempre code molto lunghe per entrare nei musei. Anche la sera le strade sono sempre affollate.

Friendship

Question 5

Example

F1: Insieme alla famiglia, l'amicizia è importantissima per i giovani.

Question 5

F1: I genitori sono dei modelli, ma con le mie amiche sono più rilassata, e so che non mi giudicano. Con loro posso parlare dei miei problemi e ci aiutiamo a vicenda. Ci mandiamo sms ogni giorno, e usciamo il fine settimana. Per noi ragazze, è importante avere una persona della nostra età per confidarci.

M2: I miei amici ed io abbiamo gli stessi gusti: ci piacciono i giochi al computer e facciamo gli stessi sport. Non parliamo molto, ma ci troviamo il pomeriggio, giochiamo insieme e qualche volta studiamo, ma non troppo!

Apprenticeships

Question 6

M1: In Italia si può lasciare la scuola e diventare apprendisti a 15 anni. Alcuni dicono che 15 anni sono troppo pochi per una decisione come questa o che continuando a studiare i giovani potranno trovare un lavoro migliore.

Ascoltiamo l'esperienza di Susanna.

F2: Ho scelto l'apprendistato perché volevo diventare parrucchiera. Mia madre non è contenta, vorrebbe un lavoro più intellettuale, ma per me è molto creativo e poi mi piace stare a contatto con la gente e aiutarla a scegliere la pettinatura giusta.

Con l'apprendistato, sono già inserita nel mondo del lavoro e mi sento indipendente e più adulta perché guadagno qualcosa. Putroppo vado a scuola due giorni la settimana, perché dobbiamo imparare tutti gli aspetti tecnici della professione.

An interview with a physicist

Question 7

F1: Quando ha deciso di diventare fisico?

M2: Quando avevo 14 anni, non avevo idea di cosa volevo fare. Mi piacevano la matematica e le scienze, ma anche le lingue straniere! Ho scelto il liceo scientifico perché ci andavano i miei migliori amici. Al liceo ho scoperto la fisica grazie ad un insegnante che mi ha ispirato, sapeva veramente far amare la sua materia. A scuola creava degli esperimenti geniali e ci faceva sempre scoprire da soli il risultato, lui ci guidava soltanto.

F1: È importante andare all'università?

M2: È più importante fare qualcosa che si ama. Io ho deciso all'età di 18 anni che volevo fare ricerca e da quel momento ho scelto la materia che mi interessava di più – e per fare ricerca bisogna andare prima all'università! Sono fortunato perché i miei genitori mi hanno sempre sostenuto.

School rules

Question 8

Example

F2: Sentiamo Riccardo.

M1: Per me ci sono troppe regole a scuola, troppe proibizioni.

Question 8 Part (a)

M1: Non possiamo tenere il telefonino in classe, dobbiamo lasciarlo fuori. Ma se lo lasci nel cappotto qualcuno lo può rubare.

F2: Clara?

F1: Alcune regole sono necessarie, ma il telefonino fa parte di noi: se avere il telefonino in classe vuol dire non fare attenzione, basta spegnerlo. Penso che sarebbe meglio incoraggiare gli studenti ad essere più responsabili. Nella mia classe abbiamo deciso insieme all'insegnante di spegnere il telefonino, e ora gli studenti rispettano le regole.

Question 8 Part (b)

F2: Marco?

M2: Per me sono troppo severi con i ritardi: dopo cinque minuti di ritardo la scuola manda un sms ai genitori. Magari l'autobus è in ritardo e loro si preoccupano per niente.

F2: Laura?

F1: Nella mia scuola non c'è la divisa, ma io penso che sarebbe meglio essere vestiti tutti uguali, così ci sarebbe più uguaglianza. Alcuni studenti fanno la gara a chi porta i vestiti più costosi.

Federica Pellegrini

Question 9

Question 9 Part (a)

M1: Che Italia vuole rappresentare a Rio, quando porterà la bandiera?

F1: Bella, determinata e pulita. Spero che gli italiani si sentano un po' più italiani quando ci guarderanno. Sono molto patriottica, vorrei che tutti fossero fieri di essere italiani come lo sono io. Penso di aver meritato questo onore con i miei record e le mie vittorie.

M1: Però c'è chi la ritiene antipatica.

F1: Magari a volte lunatica, però sono sempre al fianco degli amici quando hanno bisogno di me. Sono diretta, senza filtri. Non c'è pubblico e privato, c'è solo Federica Pellegrini. In passato ho solo detto quel che pensavo.

Question 9 Part (b)

F1: Nel 2012 qualcuno si è offeso perché ho rifiutato il ruolo, ci sono stata male. Avevo una gara il mattino dopo.

M1: Come ha reagito la sua famiglia?

F1: Da quando mi hanno nominata, mio padre non ha fatto che piangere. È come se dovesse portarla lui la bandiera.

A Rio i miei non verranno: nel 2008 non c'erano ed ho vinto l'oro. A Londra, nel 2012, erano presenti dall'inizio ed è stato un disastro. L'unica grande delusione della mia carriera: non ero pronta a competere.

Medici senza frontiere

Question 10

Example

F2: L'associazione si batte per creare ospedali e dispensari nel Terzo Mondo.

Question 10 Part (i)

F2: Dopo tanti anni ho capito che se vuoi imparare a fare il volontario devi riconoscere prima di tutto un fallimento. Noi non possiamo cambiare il mondo. Possiamo, però, portare la nostra solidarietà, alleviare le sofferenze di chi sta male o è in pericolo. In poche parole, per ora non rivoluzioniamo niente perché la miseria è troppa e i mezzi quasi inesistenti.

Question 10 Part (ii)

F2: Per chi non ha nulla la nostra presenza è già una speranza per un futuro migliore. È importante partire ed è importante tornare indietro con storie e racconti che coinvolgano altra gente, per prepararsi ad un futuro in cui saremo di più. Consiglio questa esperienza a tutti i medici: a me è servita a conoscere i miei limiti e ad avere con la gente rapporti più coinvolgenti. Ho imparato che cosa vuol dire capire gli altri e per chi fa il nostro mestiere questo è fondamentale.

Write your name here

Surname	Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Centre Number	Candidate Number

Italian

Paper 1: Listening and understanding in Italian
Higher tier

Sample assessment material for first teaching September 2017
Time: 40 minutes and 5 minutes' reading time.

Paper Reference
1IN0/1H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in Italian.
- Questions in Section B are set in English.
- Answer the questions in the spaces provided – *there may be more space than you need*.
- You must not use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question*.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ▶

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

La festa della primavera

1 I tuoi corrispondenti Marco e Lucia parlano della festa della primavera nel loro paese in Italia.

Completa le frasi con una parola presa dal riquadro. Ci sono più parole che spazi.

~~domenica~~	locali	divertenti	adulti
domani	affollato	dolci	pericoloso
salati	ragazze	rumorosi	importati

Esempio: Il primo giorno della festa è domenica.

(a) Il mercato è sempre .....

(1)

(b) I prodotti in vendita sono .....

(1)

(c) A Lucia piacciono i prodotti regionali .....

(1)

(d) Nelle squadre ci sono ragazzi e .....

(1)

(e) Per Lucia i giochi sono molto .....

(1)

(Total for Question 1 = 5 marks)

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Un nuovo servizio internet: Eolo

2 Ascolti alla radio italiana un annuncio di un nuovo servizio internet.

Che cosa dice l'annuncio? Scegli fra: **gratuito**, **veloce**, **lento** o **facile**.

Puoi utilizzare queste parole più di una volta ciascuna.

Esempio: Prima l'internet era lento.

(a) Il nuovo servizio è sempre .....

(1)

(b) Scaricare musica e film è .....

(1)

(c) Il servizio email è .....

(1)

(d) Usare l'email è .....

(1)

(e) Il servizio di assistenza è .....

(1)

(Total for Question 2 = 5 marks)

TOTAL FOR SECTION A = 10 MARKS

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SECTION B

Mirabilandia

3 You hear this advert on the radio for Mirabilandia.

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

Example: Mirabilandia is…

☐	**A** a theme park
☒	**B** an amusement park
☐	**C** a water park
☐	**D** a national park

(i) The advert claims that at Mirabilandia you will never…

☐	**A** queue for long
☐	**B** want to leave
☐	**C** get bored
☐	**D** have a better day out

(ii) In addition to themed areas and attractions, there are also…

☐	**A** water features
☐	**B** shows
☐	**C** nature reserves
☐	**D** educational projects

(iii) During July and August, Mirabilandia is open…

☐	**A** from 10.00 to 18.00
☐	**B** from 10.00 to 23.00
☐	**C** all night
☐	**D** until 2 am

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(iv) On 21st June there is…

☒	**A** a music festival
☒	**B** an arts festival
☒	**C** a late-night event
☒	**D** a food festival

(Total for Question 3 = 4 marks)

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A school trip

4 The Italian language assistant at your school is giving a presentation on a school trip to Florence.

What does she talk about?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

☒	**Example** how long the school trip lasted
☐	**A** which teachers came
☐	**B** what they had to eat
☐	**C** what they did during the journey
☐	**D** where they stopped
☐	**E** how she felt in Florence
☐	**F** what the streets were like
☐	**G** what the shops were like

(Total for Question 4 = 3 marks)

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QUESTION 5 BEGINS ON THE NEXT PAGE.

Friendship

5 The students in your Italian partner school have recorded a podcast talking about friendship.

What do Claudia and Alessio say?

Listen to the recording and put a cross ☒ in the correct box for each question.

Example: Claudia says friendship is as important for young people as….

☐	**A** happiness
☐	**B** having a good job
☒	**C** family
☐	**D** having money

(i) Claudia needs to confide in…

☐	**A** a teacher
☐	**B** someone of her age
☐	**C** her parents
☐	**D** someone older

(ii) Alessio and his friends…

☐	**A** go to the same school
☐	**B** watch TV together
☐	**C** play computer games
☐	**D** talk a lot together

(iii) When they get together, they sometimes…

☐	**A** go to the cinema
☐	**B** do their homework
☐	**C** watch football
☐	**D** have a party

(Total for Question 5 = 3 marks)

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Apprenticeships

6 You hear this news report and interview with Susanna Cervi on Italian radio.

Listen to the recording and answer the following questions **in English**.

(a) Why are some people against young Italians leaving school to do an apprenticeship? Give **two** details.

(2)

.....

.....

(b) How did Susanna's mother feel about the choice?

(1)

.....

.....

(c) What are the advantages of doing an apprenticeship in Susanna's view? Give **two** examples.

(2)

.....

.....

(Total for Question 6 = 5 marks)

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An interview with a physicist

7 You are listening to a radio interview with Professor Alberto Vecchio, a famous Italian physicist.

Listen to the interview and answer the following questions **in English**.

(a) How did he feel about his future at the age of 14?

(1)

.....

(b) How did he choose his secondary school?

(1)

.....

(c) What did Alberto's physics teacher do to make him love physics?
Give **one** example.

(1)

.....

(d) According to Alberto, how should we choose which subject to do at university?

(1)

.....

(e) Why did he need to get a degree in physics?

(1)

.....

(Total for Question 7 = 5 marks)

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QUESTION 8 BEGINS ON THE NEXT PAGE.

School rules

8 You hear a discussion about school rules among some young people on an Italian radio phone-in.

Listen to the recording and put a cross ☒ in the correct box for each question.

Example: Riccardo thinks there are…

☒	**A** too many rules
☐	**B** not enough rules
☐	**C** wrong rules
☐	**D** necessary rules

(a) (i) Riccardo is not allowed to…

☐	**A** bring his phone to school
☐	**B** keep his phone in class
☐	**C** keep his phone in his coat
☐	**D** use his phone in the playground

(ii) Clara thinks phones should be…

☐	**A** switched off
☐	**B** left at home
☐	**C** kept in bags
☐	**D** banned from school

(iii) In Clara's class, students respect the rules because…

☐	**A** they are scared
☐	**B** their parents will be angry
☐	**C** they agreed them with their teacher
☐	**D** they are rewarded

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(b) (i) In Marco's school, parents receive a text if their child…

☒	**A** uses a phone in class
☒	**B** is absent
☒	**C** arrives 5 minutes late
☒	**D** is disruptive

(ii) Laura… a rule on school uniforms

☒	**A** would prefer
☒	**B** is not interested in
☒	**C** would not like
☒	**D** thinks it is essential to have

(iii) Laura feels a rule on school uniforms would…

☒	**A** be unfair
☒	**B** bring more equality
☒	**C** make no difference
☒	**D** improve students' behaviour

(Total for Question 8 = 6 marks)

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Federica Pellegrini

9 Swimming champion Federica Pellegrini is being interviewed on Italian radio about carrying the Italian flag at the opening of the Olympic Games in Rio.

Listen to the interview and answer the following questions **in English**.

(a) (i) What Italian qualities would Federica like to represent? Give **two** examples.

(2)

.....

(ii) How does Federica describe how she feels about being Italian?

(1)

.....

(iii) How does she justify her nomination?

(1)

.....

(iv) What aspect of her personality caused her problems in the past?

(1)

.....

The interview continues.

(b) (i) How did some people react to her refusal to carry the flag in 2012?

(1)

.....

(ii) Why did she refuse to carry the flag?

(1)

.....

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(iii) How has her father reacted to her nomination?

(1)

.....

(iv) Why will her family not be present at the Rio games?

(1)

.....

(v) What is Federica's assessment of her performance in the 2012 Olympics?

(1)

.....

(Total for Question 9 = 10 marks)

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Medici Senza Frontiere

10 You hear a radio interview with Filomena Pietrantoni, president of the medical aid association Medici Senza Frontiere (Doctors without Borders).

Put a cross ☒ in each of the **two** correct boxes for each question.

(i) What does Filomena say?

☒	**Example** The association works in the third world
☐	**A** Volunteers can change the world.
☐	**B** Volunteers must also recognise that they sometimes fail.
☐	**C** Doctors can revolutionise things.
☐	**D** The main problem in the third world is poverty.
☐	**E** They have sufficient means to do their work.

(ii) What else does Filomena say about her work?

☐	**A** It is important to tell their stories.
☐	**B** Their presence is not enough to bring hope.
☐	**C** They will be fewer doctors in the future.
☐	**D** The main problem in the third world is poverty.
☐	**E** For doctors it is important to live with poor people.

(Total for Question 10 = 4 marks)

TOTAL FOR SECTION B = 40 MARKS
TOTAL FOR PAPER = 50 MARKS

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GCSE Italian Higher tier

Paper 1 mark scheme

SECTION A

Question number	Answer	Mark
1(a)	affollato	(1)

Question number	Answer	Mark
1(b)	locali	(1)

Question number	Answer	Mark
1(c)	dolci	(1)

Question number	Answer	Mark
1(d)	adulti	(1)

Question number	Answer	Mark
1(e)	rumorosi	(1)

Question number	Answer	Mark
2(a)	veloce	(1)

Question number	Answer	Mark
2(b)	facile	(1)

Question number	Answer	Mark
2(c)	gratuito	(1)

Question number	Answer	Mark
2(d)	facile	(1)

Question number	Answer	Mark
2(e)	gratuito	(1)

SECTION B

Question number	Answer	Mark
3(i)	C	**(1)**

Question number	Answer	Mark
3(ii)	D	**(1)**

Question number	Answer	Mark
3(iii)	B	**(1)**

Question number	Answer	Mark
3(iv)	A	**(1)**

Question number	Answer	Mark
4	C, E, F	**(3)**

Question number	Answer	Mark
5(i)	B	**(1)**

Question number	Answer	Mark
5(ii)	C	**(1)**

Question number	Answer	Mark
5(iii)	B	**(1)**

Question number	Answer	Reject	Mark
6(a)	(15 is) too young to make this decision (1) by staying on at school they'll get a better job (1)	too young they'll get a better job	**(2)**

Question number	Answer	Reject	Mark
6(b)	she was not happy/she was unhappy		**(1)**

Question number	Answer	Reject	Mark
6(c)	Any **two** of the following: • she is already in the world of work (1) • she is earning (1) • she feels (more) grown up (1) • she feels (more) independent (1)	It's a creative job She can be with people She can help people choose hairstyles She goes to school two days a week	**(2)**

Question number	Answer	Reject	Mark
7(a)	Any **one** of the following: he had no idea what to do (1) he was unsure/confused (1)		**(1)**

Question number	Answer	Reject	Mark
7(b)	his (best) friends were going there		**(1)**

Question number	Answer	Reject	Mark
7(c)	Any **one** of the following: • he made him discover things by themselves (1) • he only guided Alberto/he guided Alberto without giving him the answers (1) • he created ingenious experiments(1)	He knew how to make students	**(1)**

Question number	Answer	Reject	Mark
7(d)	it must be something we love/it must be what we are most interested in		**(1)**

Question number	Answer	Reject	Mark
7(e)	(because he wanted) to do research		**(1)**

Question number	Answer	Mark
8(a)(i)	B	**(1)**

Question number	Answer	Mark
8(a)(ii)	A	**(1)**

Question number	Answer	Mark
8(a)(iii)	C	(1)

Question number	Answer	Mark
8(b)(i)	C	(1)

Question number	Answer	Mark
8(b)(ii)	A	(1)

Question number	Answer	Mark
8(b)(iii)	B	(1)

Question number	Answer	Reject	Mark
9(a)(i)	Any **two** of the following: • beauty/beautiful (1) • cleanliness/clean (1) • determination/determined (1)		(2)

Question number	Answer	Reject	Mark
9(a)(ii)	(she is) proud/(she is) patriotic		(1)

Question number	Answer	Reject	Mark
9(a)(iii)	she has deserved it (with her records and her victories)		(1)

Question number	Answer	Reject	Mark
9(a)(iv)	Any **one** of the following: • she is moody • she is direct • she says what she thinks		(1)

Question number	Answer	Reject	Mark
9(b)(i)	they were offended		(1)

Question number	Answer	Reject	Mark
9(b)(ii)	had to compete the following day/had a competition the following day		(1)

Question number	Answer	Reject	Mark
9(b)(iii)	emotionally/ hasn't stopped crying		**(1)**

Question number	Answer	Reject	Mark
9(b)(iv)	they came to London and she lost /she does not win when they are there		**(1)**

Question number	Answer	Reject	Mark
9(b)(v)	Any **one** of the following: • the only real disappointment in her career (1) • she wasn't ready to compete (1) • it was a disaster (1)		**(1)**

Question number	Answer	Mark
10(i)	B, D	**(2)**

Question number	Answer	Mark
10(ii)	A, D	**(2)**

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
General instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Turn over ▶

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General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 10 to 12 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is not to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- 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 stimuli after completing Task 2 but **before** starting Task 3.
- 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 the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the Sequencing grid provided by Pearson for the allocation of the role-play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role-play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between two to two-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The purpose of the picture-based task is to assess communication though exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no rephrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

The conversation is in **two** parts, each covering a separate theme.

For Part 1, the candidate will select one topic from one theme in advance.

For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between five to six minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
  - answer questions freely, in turn allowing them to produce extended sequences of speech
  - develop conversations and discussions
  - give and justify own thoughts and opinions
  - refer to past, present and future events.

GCSE Italian Higher Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Higher tier

- Role play HR7
- Picture card HP7
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 2 OR Theme 5

If Candidate 1 has selected Theme 3 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 2) move onto the subsequent Theme 2 sequence for each candidate.

For example:

1st candidate: Candidate 1 grid
2nd candidate: Candidate 3 grid
3rd candidate: Candidate 5 grid
4th candidate: Candidate 6 grid
5th candidate: Candidate 7 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

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

Themes:

Theme 1 – Identity and Culture
Theme 2 – Local area, holiday and travel
Theme 3 – School
Theme 4 – Future aspirations, work and study
Theme 5 – International and global dimension

Sample sequencing grid

Candidate Order	Task 1	Task 2	Task 3	
	Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection
	Role Play	Picture Based	Conversation 1	Conversation 2
Candidate 1	HR7 (Theme 3)	HP7 (Theme 4)	Theme 1	Theme 2 OR Theme 5
		HP9 (Theme 5)	Theme 2	Theme 1 OR Theme 4
		HP1 (Theme 1)	Theme 4	Theme 2 OR Theme 5
		HP3 (Theme 2)	Theme 5	Theme 1 OR Theme 4
Candidate 2	HR1 (Theme 2)	HP5 (Theme 3)	Theme 1	Theme 4 OR Theme 5
		HP1 (Theme 1)	Theme 3	Theme 4 OR Theme 5
		HP10 (Theme 5)	Theme 4	Theme 1 OR Theme 3
		HP7 (Theme 4)	Theme 5	Theme 1 OR Theme 3
Candidate 3	HR3 (Theme 1)	HP8 (Theme 4)	Theme 2	Theme 3 OR Theme 5
		HP9 (Theme 5)	Theme 3	Theme 2 OR Theme 4
		HP6 (Theme 3)	Theme 4	Theme 2 OR Theme 5
		HP3 (Theme 2)	Theme 5	Theme 3 OR Theme 4
Candidate 4	HR2 (Theme 2)	HP8 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		HP1 (Theme 1)	Theme 3	Theme 4 OR Theme 5
		HP9 (Theme 5)	Theme 4	Theme 1 OR Theme 3
		HP5 (Theme 3)	Theme 5	Theme 1 OR Theme 4
Candidate 5	HR6 (Theme 4)	HP10 (Theme 5)	Theme 1	Theme 2 OR Theme 3
		HP2 (Theme 1)	Theme 2	Theme 3 OR Theme 5
		HP4 (Theme 2)	Theme 3	Theme 1 OR Theme 5
		HP6 (Theme 3)	Theme 5	Theme 1 OR Theme 2

Candidate 6	HR8 (Theme 3)	FP10 (Theme 5)	Theme 1	Theme 2 OR Theme 4
		FP5 (Theme 3)	Theme 2	Theme 1 OR Theme 5
		FP3 (Theme 2)	Theme 4	Theme 1 OR Theme 5
		FP2 (Theme 1)	Theme 5	Theme 2 OR Theme 4
Candidate 7	HR5 (Theme 1)	HP7 (Theme 4)	Theme 2	Theme 3 OR Theme 5
		HP10 (Theme 5)	Theme 3	Theme 2 OR Theme 4
		HP5 (Theme 3)	Theme 4	Theme 2 OR Theme 5
		HP4 (Theme 2)	Theme 5	Theme 3 OR Theme 4
Candidate 8	HR9 (Theme 4)	HP3 (Theme 2)	Theme 1	Theme 3 OR Theme 5
		HP9 (Theme 5)	Theme 2	Theme 1 OR Theme 3
		HP1 (Theme 1)	Theme 3	Theme 2 OR Theme 5
		HP5 (Theme 3)	Theme 5	Theme 1 OR Theme 2
Candidate 9	HR4 (Theme 2)	HP6 (Theme 3)	Theme 1	Theme 4 OR Theme 5
		HP8 (Theme 4)	Theme 3	Theme 1 OR Theme 5
		HP10 (Theme 5)	Theme 4	Theme 1 OR Theme 3
		HP2 (Theme 1)	Theme 5	Theme 3 OR Theme 4
Candidate 10	HR10 (Theme 1)	HP8 (Theme 4)	Theme 2	Theme 3 OR Theme 5
		HP3 (Theme 2)	Theme 3	Theme 4 OR Theme 5
		HP9 (Theme 5)	Theme 4	Theme 2 OR Theme 3
		HP6 (Theme 3)	Theme 5	Theme 2 OR Theme 4

*** Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'**

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR1

Topic: Travel and tourist transactions

Instructions to candidates

You are at the lost property office in Rome to report your lost backpack.
Your teacher will play the part of the officer and will speak first.

You must address the officer as *Lei*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Lei è all'ufficio degli oggetti smarriti. Parla con l'impiegato/a.

1. Zaino - descrizione

2. Zaino - contenuto

3. **!**

4. **?** Ufficio oggetti smarriti – contatto

5. **?** Ufficio oggetti smarriti – orari d'apertura

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS HR1

Topic: Travel and tourist transactions

Instructions to teacher

- **Address the candidate as *Lei*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.**

Begin the role play with the following introduction.

Lei è all'ufficio degli oggetti smarriti. Parla con l'impiegato/a.

1	***Mi può descrivere lo zaino?*** Allow the candidate to describe their backpack.
2	***E cosa c'è nello zaino?*** Allow the candidate to describe the contents of their backpack.
3	**!** ***Cosa stava facendo quando ha perso lo zaino?*** Allow the candidate to say what they were doing when they lost the backpack. ***Va bene.***
4	**?** Allow the candidate to ask you how to contact the lost property office. *Give an appropriate brief response.*
5	**?** Allow the candidate to ask you for the opening hours of the lost property office. *Give an appropriate brief response.*

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR2

Topic: Travel and tourist transactions

Instructions to candidates

You are reporting the theft of your suitcase in a police station. The teacher will play the role of a police officer and will speak first.

You must address the police officer as *Lei*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Lei è in una stazione di polizia in Italia, *per segnalare* ***il furto della sua valigia. Parla con un poliziotto.***

1. Furto – a che ora

2. Valigia – descrizione

3. **!**

4. **?** Tornare stazione di polizia – giorno

5. **?** Firmare – documento

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS HR2

Topic: Travel and tourist transactions

Instructions to teacher

- **Address the candidate as *Lei*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.**

Begin the role play with the following introduction.

Lei è in una stazione di polizia in Italia, per segnalare il furto della sua valigia. Parla con un poliziotto.

1	***A che ora è stata rubata la sua valigia?*** Allow the candidate to say what time the suitcase was stolen.
2	***Può descrivere la sua valigia?*** Allow the candidate to describe the stolen suitcase.
3	**!** ***Mi può dire cos'è successo?*** Allow the candidate to describe what happened. ***Bene.***
4	**?** Allow the candidate to ask you on which day they should return to the police station. *Give an appropriate brief response.*
5	**?** Allow the candidate to ask you about signing a document. *Give an appropriate brief response.*

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
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- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR3

Topic: Cultural life

Instructions to candidates

You are at the cinema with your Italian friend. Your teacher will play the part of your friend and will speak first.

You must address your friend as *tu*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Tu incontri il tuo amico italiano/la tua amica italiana al cinema. Parli con lui/lei dei film e del cinema.

1. Cinema – con quale frequenza

2. Film d'avventura – opinione

3. **!**

4. **?** Biglietti – prezzo

5. **?** Progetti – dopo il film

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS HR3

Topic: Cultural life

Instructions to teacher

- **Address the candidate as *tu*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.**

Begin the role play with the following introduction.

Tu incontri il tuo amico italiano/la tua amica italiana al cinema. Parli con lui/lei dei film e del cinema.

1	*Con quale frequenza* ***vai al cinema di solito?*** Allow the candidate to say how often they usually go to the cinema.
2	***Cosa pensi dei film d'avventura?*** Allow the candidate to give their opinion of adventure films.
3	**!** ***Parlami dell'ultima volta che sei andato/a al cinema.*** Allow the candidate to tell you about their last cinema visit. ***Ho capito!***
4	**?** Allow the candidate to ask you the price of the cinema tickets. *Give an appropriate brief response.*
5	**?** Allow the candidate to ask you about plans for after the cinema. *Give an appropriate brief response.*

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
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- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR4

Topic: Travel and tourist transactions

Instructions to candidates

You are at a sports centre in Italy looking for information on membership.
The teacher will play the role of the receptionist and will speak first.

You must address the receptionist as *Lei*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Lei è in un centro sportivo in Italia. Vuole diventarne membro. Parla con il/la receptionist.

1. Membro – informazione

2. Questo centro sportivo – perché

3. **!**

4. **?** Orari di apertura

5. **?** Prezzo – studenti

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS HR4

Topic: Travel and tourist transactions

Instructions to teacher

- **Address the candidate as *Lei*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.**

Begin the role play with the following introduction.

Lei è in un centro sportivo in Italia. Vuole diventarne membro. Parla con il/la receptionist.

1	*Mi dica pure**?*** Allow the candidate to say they want information on membership.
2	***Va bene. Perché vuole iscriversi da noi?*** Allow the candidate to say why they want to become a member there.
3	**!** ***Cosa ha fatto finora, per mantenersi in forma?*** Allow the candidate to say what they have done so far to keep fit. ***Va bene!***
4	**?** Allow the candidate to ask you what the opening hours are. *Give an appropriate brief response.*
5	**?** Allow the candidate to ask you what the price for students is. *Give an appropriate brief response.*

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

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- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR5

Topic: Cultural life

Instructions to candidates

You are with your Italian friend in their home in Naples and you are going to a birthday party together. The teacher will play the role of your friend and will speak first.

You must address your Italian friend as *tu*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Tu sei ospite a casa del tuo amico italiano/della tua amica italiana. Andate insieme ad una festa di compleanno.

1. Andare festa – a che ora

2. Regalo di compleanno – descrizione

3. **!**

4. **?** Festa stasera - numero di invitati

5. **?** Festa – durata

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS HR5

Topic: Cultural life

Instructions to teacher

- **Address the candidate as *tu*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.**

Begin the role play with the following introduction.

Tu sei ospite a casa del tuo amico italiano/della tua amica italiana. Andate insieme ad una festa di compleanno.

1	***A che ora vuoi andare alla festa?*** Allow the candidate to say what time they want to go to the party.
2	***Va bene. Com'è il regalo di compleanno che prendi?*** Allow the candidate to describe the present.
3	**!** ***Come hai festeggiato il tuo compleanno l'anno scorso?*** Allow the candidate to say how they celebrated their birthday last year.
4	**?** Allow the candidate to ask you how many people are going to the party. ***Va bene.***
5	**?** Allow the candidate to ask you about the duration of the party. *Give an appropriate brief response.*

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
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- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR6

Topic: Using languages beyond the classroom

Instructions to candidates

You are helping to serve breakfast at a local hotel during the summer and you speak to an Italian tourist. The teacher will play the role of the Italian tourist and will speak first.

You must address the tourist as *Lei*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Lei aiuta a servire la prima colazione in un albergo del posto durante l'estate. Parla con un/una turista italiano/italiana.

1. La sua regione – opinione
2. Attività fine settimana – consigli
3. **!**
4. **?** Prima colazione – normalmente
5. **?** Il suo soggiorno qui – durata

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS HR6

Topic: Using languages beyond the classroom

Instructions to teacher

- **Address the candidate as *Lei*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.**

Begin the role play with the following introduction.

Lei aiuta a servire la prima colazione in un albergo del posto durante l'estate. Parla con un/una turista italiano/italiana.

1	***Cosa pensa della sua regione?*** Allow the candidate to say what they think about their local area.
2	***Che cosa mi consiglia di fare questo fine settimana?*** Allow the candidate to recommend an activity for the weekend.
3	**!** ***Come ha passato le vacanze estive l'anno scorso?*** Allow the candidate to say how they spent the summer holidays last year. ***Interessante!***
4	**?** Allow the candidate to ask you about your usual breakfast. *Give an appropriate brief response.*
5	**?** Allow the candidate to ask you how long you are staying here. *Give an appropriate brief response.*

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
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- You must hand in your notes **before** completing Task 3 (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR7

Topic: What school is like

Instructions to candidates

You are at home talking to your Italian friend about your school life. The teacher will play the role of your Italian friend and will speak first.

You must address your Italian friend as *tu*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Tu sei a casa con il tuo amico italiano/la tua amica italiana. Parlate della tua scuola.

1. Inizio scuola – a che ora

2. Un professore/una professoressa – descrizione

3. **!**

4. **?** Divisa scolastica – opinione

5. **?** Sport – scuola

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS HR7

Topic: What school is like

Instructions to teacher

- **Address the candidate as *tu*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.**

Begin the role play with the following introduction.

Tu sei a casa con il tuo amico italiano/la tua amica italiana. Parlate della tua scuola.

1	***A che ora comincia la tua scuola?*** Allow the candidate to say what time they start school.
2	***Descrivimi un tuo professore/una tua professoressa.*** Allow the candidate to describe a teacher.
3	**!** ***Cosa hai fatto dopo la scuola ieri?*** Allow the candidate to say what they did after school yesterday. ***Va bene.***
4	**?** Allow the candidate to ask your opinion on school uniform. *Give an appropriate brief response.*
5	**?** Allow the candidate to ask you about sport at your school. *Give an appropriate brief response.*

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR8

Topic: What school is like

Instructions to candidates

You are talking about extracurricular activities at your school with an Italian penfriend.
The teacher will play the part of the penfriend and will speak first.

You must address your penfriend as *tu*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Tu parli delle attività extracurriculari nella tua scuola con il tuo/la tua corrispondente.

1. La tua scuola – attività extracurriculari
2. **!**
3. **?** Attività extracurriculare preferita
4. Compiti – opinione
5. **?** Professori a scuola - opinione

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS HR8

Topic: What school is like

Instructions to teacher

- **Address the candidate as *tu*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.**

Begin the role play with the following introduction.

Tu parli delle attività extracurriculari nella tua scuola con il tuo/la tua corrispondente.

1	***Quali attività extracurriculari si possono fare nella tua scuola?*** Allow the candidate to tell you about extracurricular activities at their school.
2	**!** ***Cosa pensi delle attività extracurriculari della tua scuola?*** Allow the candidate to give their opinion about extracurricular activities in their school.
3	**?** Allow the candidate to ask you what your favourite activity after school is. *Give an appropriate brief response.*
4	***Cosa pensi dei compiti da fare a casa?*** Allow the candidate to give their opinion about homework. ***Va bene.***
5	**?** Allow the candidate to ask for your opinion of your teachers. *Give an appropriate brief response.*

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
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- You must hand in your notes **before** completing Task 3 (conversation).
- You can ask for questions to be repeated.
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STIMULUS HR9

Topic: Work

Instructions to candidates

You are looking for a temporary job in Italy. The teacher will play the role of the employment agent and will speak first.

You must address the agent as *Lei*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Lei è all'agenzia di lavoro. Parla con un impiegato/un'impiegata.

1. Tipo di lavoro desiderato

2. Lavorare in Italia – ragione

3. **!**

4. **?** Giorni di lavoro – quanti

5. **?** Vestirsi - come

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS HR9

Topic: Work

Instructions to teacher

- **Address the candidate as *Lei*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.**

Begin the role play with the following introduction.

Lei è all'agenzia di lavoro. Parla con un impiegato/un'impiegata.

1	*Mi dica pure**?*** Allow the candidate to say what type of job they are looking for.
2	***Perché vuole lavorare in Italia?*** Allow the candidate to say why they want to work in Italy.
3	**!** *Mi può dire qualcosa **del lavoro che ha già fatto.*** Allow the candidate to say what work they have already done. ***Benissimo. Questo lavoro sarebbe ideale per Lei.***
4	**?** Allow the candidate to ask you how many days the work is for. *Give an appropriate brief response.*
5	**?** Allow the candidate to ask you about the dress code. *Give an appropriate brief response.*

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR10

Topic: Daily life

Instructions to candidates

While staying in Italy you have a problem with your mobile phone and go to a mobile phone shop. The teacher will play the part of the shop assistant and will speak first.

You must address the shop assistant as *Lei*.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

Task

Lei è in un negozio di telefonini per chiedere aiuto. Parla con il commesso/la commessa.

1. Problema di telefonino - descrizione

2. **!**

3. Soggiorno in Italia - durata

4. **?** Possibilità di riparazione**?**

5. **?** Riparazione – costo**?**

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 1: Role play
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS HR10

Topic: Daily life

Instructions to teacher

- **Address the candidate as *Lei*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.**

Begin the role play with the following introduction.

Lei è in un negozio di telefonini per chiedere aiuto. Parla con il commesso/la commessa.

1	*Mi dica pure**?*** Allow the candidate to describe the problem with their mobile phone.
2	**!** ***Cosa ha fatto con il suo telefonino recentemente?*** Allow the candidate to say what they have done with their mobile phone recently.
3	***Ho capito. Lei quanto tempo rimane qui?*** Allow the candidate to say how long they are here for. ***Benissimo!***
4	**?** Allow the candidate to ask you if their mobile phone can be repaired. ***Proviamo.***
5	**?** Allow the candidate to ask you the cost of the repair. *Give an appropriate brief response.*

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
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- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
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- You can ask for questions to be repeated.
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STIMULUS HP1

Topic: Who am I?

(Source: © benis arapovic/Alamy Stock Photo)

Guarda la foto e prepara le risposte ai seguenti punti:

- descrizione della foto
- avere buoni amici: la tua opinione
- dove sei andato/a con i tuoi amici di recente
- cosa farai nel futuro con la tua famiglia
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three-to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP1

Topic: Who am I?

(Source: © benis arapovic/Alamy Stock Photo)

1. Descrivimi la foto.

   [Altro?]

2. *Secondo me, avere buoni amici è importante. E secondo te?*

   [Perché (no)?/Altro?]

3. Dove sei andato con i tuoi amici di recente? Raccontami.

   [Altro?]

4. Cosa farai nel futuro con la tua famiglia?

   [Perché?/Altro?]

5. Secondo te, è importante passare del tempo con la famiglia?

   [Perché?/Altro?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
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- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP2

Topic: Cultural life

(Source: © TravelStockCollection - Homer Sykes/Alamy Stock Photo)

Guarda la foto e prepara le risposte ai seguenti punti:

- descrizione della foto
- i festival: la tua opinione
- un festival a cui sei andato/a
- la tua prossima festa
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three-to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
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STIMULUS HP2

Topic: Cultural life

(Source: © TravelStockCollection - Homer Sykes/Alamy Stock Photo)

1. Descrivimi la foto.

   [Altro?]

2. Secondo me, i festival sono divertenti. E secondo te?

   [Perché (no)?/Altro?

3. Parlami di un festival a cui sei andato/a.

   [Altro?]

4. Quale sarà la tua prossima festa?

   [Perché (no)?/Altro?]

5. Secondo te, è importante avere feste?

   [Perché?/Altro?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

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STIMULUS HP3

Topic: Town, region and country

(Source: © imageBROKER/Alamy Stock Photo)

Guarda la foto e prepara le risposte ai seguenti punti:

- descrizione della foto
- visitare monumenti: la tua opinione
- un posto nella tua regione che hai visitato recentemente
- dove vorresti abitare nel futuro
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three-to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP3

Topic: Town, region and country

(Source: © imageBROKER/Alamy Stock Photo)

1. Descrivimi la foto.

   [Altro?]

2. A me piace visitare i monumenti. E a te?

   [Perché (no)?/Altro?]

3. Parlami di un posto nella tua regione che hai visitato recentemente.

   [Altro?]

4. Dove vorresti abitare nel futuro?

   [Perché?/Altro?]

5. Preferisci visitare le città o la campagna?

   [Perché?/Altro?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
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- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
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STIMULUS HP4

Topic: Holidays

(Source: © Paula Solloway/Alamy Stock Photo)

Guarda la foto e prepara le risposte ai seguenti punti:

- descrizione della foto
- vacanze in campagna: la tua opinione
- una vacanza interessante che hai fatto
- dove vorresti andare in vacanza nel futuro
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three-to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP4

Topic: Holidays

(Source: © Paula Solloway/Alamy Stock Photo)

1. Descrivimi la foto

   [Altro?]

2. Secondo me, le vacanze in campagna sono divertenti. E secondo te?

   [Perché (no)?/Altro?]

3. Hai mai passato una vacanza interessante? Raccontami.

   [Altro?]

4. Dove vorresti andare in vacanza nel futuro?

   [Perché?/Altro?]

5. Preferisci andare in vacanza con gli amici o con la famiglia?

   [Perché?/Altro?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
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- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP5

Topic: School activities

(Source: © Peter Forsberg/Alamy Stock Photo)

Guarda la foto e prepara le risposte ai seguenti punti:

- descrizione della foto
- gite scolastiche all'estero: la tua opinione
- cosa hai imparato durante una gita scolastica
- una gita che la tua classe potrebbe organizzare nel futuro
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three-to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP5

Topic: School activities

(Source: © Peter Forsberg/Alamy Stock Photo)

1. Descrivimi la foto.

   [Altro?]

2. Secondo me, i viaggi scolastici all'estero sono importanti. E secondo te?

   [Perché (no)?/Altro?]

3. Che cosa hai imparato durante una gita scolastica. Raccontami.

   [Altro?]

4. Quale gita potrebbe organizzare la tua classe, nel futuro?

   [Perché?/Altro?]

5. È una buona idea fare uno scambio scolastico?

   [Perché (no)?/Altro?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP6

Topic: What school is like

(Source: © dpa picture alliance / Alamy Stock Photo)

Guarda la foto e prepara le risposte ai seguenti punti:

- descrizione della foto
- troppi esami a scuola: la tua opinione
- cosa hai fatto di interessante a scuola la settimana scorsa
- i tuoi studi l'anno prossimo
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three-to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP6

Topic: What school is like

(Source: © dpa picture alliance / Alamy Stock Photo)

1. Descrivimi la foto.

   [Altro?]

2. Secondo me, ci sono troppi esami a scuola. E secondo te?

   [Perché (no)?/[Altro?]

3. Che cosa hai fatto di interessante la settimana scorsa a scuola?

   [Altro?]

4. Cosa studierai l'anno prossimo?

   [Perché? /Altro?]

5. Cosa ti piace di più della tua scuola?

   [Perché?/Altro?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

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- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP7

Topic: Work

(Source: © Blend Images/Alamy Stock Photo)

Guarda la foto e prepara le risposte ai seguenti punti:

- descrizione della foto
- lavorare la domenica: la tua opinione
- un lavoretto interessante che hai fatto
- se lavorerai all'estero nel futuro
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three-to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP7

Topic: Work

(Source: © Blend Images/Alamy Stock Photo)

1. Descrivimi la foto.

   [Altro?]

2. Secondo me, lavorare la domenica è una buona idea. E secondo te?

   [Perché (no)?/Altro?]

3. Parlami di un lavoretto interessante che hai fatto.

   [Altro?]

4. Lavorerai all'estero nel futuro?

   [Perché (no)?/Altro?]

5. Qual è la professione ideale, secondo te?

   [Perché?/Altro?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP8

Topic: Ambitions

(Source: © Andy Dean Photography/Alamy Stock Photo)

Guarda la foto e prepara le risposte ai seguenti punti:

- descrizione della foto
- le ricerche online per i compiti: la tua opinione
- la professione che volevi fare quando eri più giovane
- cosa studierai nel futuro
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three-to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP8

Topic: Ambitions

(Source: © Andy Dean Photography/Alamy Stock Photo)

1. Descrivimi la foto.

   [Altro?]

2. Secondo me, le ricerche online per i compiti sono utilissime. E secondo te?

   [Perché (no)?/Altro?]

3. Quale professione volevi fare quando eri più giovane?

   [Altro?]

4. Cosa studierai nel futuro?

   [Perché?/Altro?]

5. Com'è il lavoro all'estero, secondo te?

   [Perché (no)?/Altro?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
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- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP9

Topic: Environmental issues

(Source: © LOOK Die Bildagentur der Fotografen GmbH/Alamy Stock Photo)

Guarda la foto e prepara le risposte ai seguenti punti:

- descrizione della foto
- l'uso troppo frequente della macchina - la tua opinione
- un progetto a cui hai partecipato per aiutare l'ambiente
- cosa farai nel futuro per risparmiare energia
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three-to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP9

Topic: Environmental issues

(Source: © LOOK Die Bildagentur der Fotografen GmbH/Alamy Stock Photo)

1. Descrivimi la foto.

   [Altro?]

2. Secondo me, usiamo troppo la macchina. E secondo te?

   [Perché (no)?/Altro?]

3. A quale progetto per aiutare l'ambiente hai partecipato?

   [Altro?]

4. Cosa farai in futuro per risparmiare energia?

   [Perché?/Altro?]

5. Secondo te, il riciclaggio è importante?

   [Perché (no)?/Altro?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the candidate

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
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- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP10

Topic: Bringing the world together

(Source: © epa european pressphoto agency b.v./Alamy Stock Photo)

Guarda la foto e prepara le risposte ai seguenti punti:

- descrizione della foto
- se lo sport fa bene alla salute
- un evento sportivo internazionale che hai seguito
- un evento che vorresti seguire l'anno prossimo
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Italian

Paper 2: Speaking in Italian
Task 2: Picture-based task
Instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time

Paper Reference
1IN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three-to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP10

Topic: Bringing the world together

(Source: © epa european pressphoto agency b.v./Alamy Stock Photo)

1. Descrivimi la foto.

   [Altro?]

2. Secondo me, lo sport fa bene alla salute. E secondo te?

   [Perché (no)?/Altro?]

3. Parlami di un evento sportivo internazionale che hai seguito.

   [Altro?]

4. Parlami di un evento che vorresti seguire l'anno prossimo.

   [Perché?/Altro?]

5. Preferisci partecipare a una competizione o guardarla alla TV?

   [Perché (no)?/Altro?]

GCSE Italian Higher tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all you should 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 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 band. You should 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 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.

Assessment criteria for the Higher tier – Part 1

Role play – Higher tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous **OR** pronunciation prevents communication.
1	Partially clear/ambiguous **OR** partially appropriate within the context of the role play; pronunciation may affect clarity of communication.
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication.

Additional guidance on the mark scheme

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.
Informal register: includes language that students would use with friends and people of a similar age, such as endearments and informal greetings and forms of address where appropriate. Informal register also requires the use of the informal structures when using, for example, verbs and possessive adjectives.

Formal register: includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. Formal register includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

Partially clear/pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role-play mark grid

To exemplify application of the marking criteria, Higher role play 6 (HR6) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.

Higher card 6 (HR6)

Lei aiuta a servire la prima colazione in un albergo locale durante l'estate. Parla con un/una turista italiano/italiana.

Prompt 1: La sua regione – opinione

Question 1: *Cosa pensa della sua regione?*

Mark	Descriptor	
0	**Si, opinione.**	**Si ha ragione**
	No rewardable communication: meaninglessly repeats words from the question.	No rewardable communication: Student has misunderstood the question and has confused *regione* (= region) and *ragione* (= reason).
1	**Regione, come bello.**	**Amo regione.**
	Communication is ambiguous: the response is more of an exclamation than a clear answer to the question; it makes it unclear whether the student is actually talking about their own region.	Communication is ambiguous: the candidate does not express clearly that they are talking about their own region.
2	**C'è molto fare: escursioni e monumenti belli.**	**È una regione ottima per i giovani.**
	Clearly communicated despite minor errors (omission of *molto* ***da*** *fare* and *belli* placed after the noun.)	Clearly communicated, fulfils all the criteria for 2 marks

Prompt 2 : Attività fine settimana – consigli

Question 2: ***Che cosa mi consiglia di fare questo fine settimana?***

Mark	Descriptor	
0	**Consiglio questo.**	**Fine settimana fare qualche cosa.**
	No rewardable communication: the answer does not offer a recommendation.	No rewardable communication: the candidate has not answered the question but just used a few words from the prompt.
1	**Lei all'escursione al mare.**	**È possibile vistare monumento storico.**
	Partially clear: the lack of verb makes the response imprecise, but some meaning is conveyed within the context of the question.	Ambiguous: the verb is a mix of *visitare = visit* and *vista = view*
2	**La escursione alle isole perché è bellissimo.**	**Consiglio la visita del museo nel centro città.**
	Clearly communicated, despite minor error on the article (*la* instead of *l'*) and wrong adjective ending (*-o* instead of *–a*).	Clearly communicated.

Prompt 3 : !

Question 3: ***Come ha passato le vacanze estive l'anno scorso?***

Mark	Descriptor	
0	**Le vacanze sono passate.**	**Andrò per le vacanze.**
	No rewardable communication: the question has not been answered.	Highly ambiguous: the verb refers to a future event rather than a past event and there is no detail to help clarify it.
1	**Visitato l'Italia.**	**Sono andato/a campeggio in montagna. ('campeggio,' pronounced, 'campegghio' instead of, 'campeggio').**
	Partially clear: inaccurate verb form affects clarity and makes speech difficult to understand immediately.	Partially clear and pronunciation affects clarity of communication: incorrect construction blurs the answer, and mispronunciation of, 'campeggio,' makes the communication unclear. However *camping in the mountains* gives the statement some meaning in the context of the question.
2	**Ho andato a Rimini e ho nuoto nel mare ogni giorno.**	**Non sono andato/a in vacanza. Sono rimasto/a a casa.**
	Clearly communicated despite errors on the auxiliary verb (should be *sono andato/a*) and the past participle (should be *ho nuotato* instead of *ho nuoto*).	Clearly communicated, even if not the most obvious answer.

Prompt 4 : ? Prima colazione – normalmente

Mark	Descriptor	
0	**La stazione prima?**	**Per la prima colazione, non mangio niente.**
	No rewardable communication: student attempts to ask a different question.	Highly ambiguous: the candidate states what they themselves do, rather than asking the tourist a question.
1	**Che mangi per la colazione normalmente?**	**Cosa ha mangiato per la prima colazione normalmente?**
	Communication is only partially appropriate: the verb is in a familiar, rather than formal register.	Communication is ambiguous: use of past tense makes the sense of, 'normally,' unclear.
2	**Normalmente, che cosa fa per la prima colazione?**	**Mangia pane, o brioche, o cereali, per la sua prima colazione?**
	Clearly communicated.	Clearly communicated despite being somewhat convoluted.

Prompt 5 : ? Il suo soggiorno qui – durata

Mark	Descriptor	
0	**Durante il giorno qui?**	**Il soggiorro qui, ce durata?**
	No rewardable communication: not a meaningful question. The candidate has misunderstood the words *soggiorno* and *durata.*	Pronunciation prevents communication: Mispronunciation of the words, 'soggiorno,' and 'che,' prevent communication.
1	**Quale durata per soggiorno qui?**	**Quanto tempo stare qui?**
	Communication is ambiguous: pidgin language blurs the intended message.	Communication is ambiguous: the lack of subject and the verb in the infinitive make the question unclear.
2	**Quanto lungo sarà il suo soggiorno qui?**	**Quanto tempo ha l'intenzione di stare qui?**
	Clearly communicated, in spite of slightly awkward wording.	Clearly communicated

Assessment criteria for the Higher tier – Part 2

Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task:
- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material.
1–4	• Responds to set questions with some development, some hesitation and some prompting necessary. • Some effective adaptation of language to describe, narrate and inform in response to the set questions. • Expresses opinions with occasional, brief justification. • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
5–8	• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary. • Frequently effective adaptation of language to describe, narrate and inform in response to the set questions. • Expresses opinions and gives justification with some development. • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.
9–12	• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary. • Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions. • Expresses opinions effectively and gives justification which is mostly developed. • Pronunciation and intonation are intelligible and predominantly accurate.
13–16	• Responds to the set questions with consistently fluent and developed responses. • Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions. • Expresses opinions with ease and gives fully-developed justification. • Pronunciation and intonation are consistently accurate and intelligible.

Additional guidance

Adaptation of language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Picture-based task: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material.
1–2	• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity. • Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
3–4	• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity. • Responses are generally coherent although errors occur that occasionally hinder clarity of communication.
5–6	• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions. • Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication.
7–8	• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions. • Responses are coherent, any errors do not hinder the clarity of the communication.

Additional guidance
Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. 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)/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 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 of the verb
- mother-tongue interference.

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

Assessment criteria for the Higher tier – Part 3

Conversation – Higher tier (36 marks)

There are three mark grids to be applied to this task, they are:
- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech. • Uses language to produce straightforward ideas, thoughts and opinions with occasional justification. • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary. • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
4–6	• Communicates information relevant to the topics and questions, with some extended sequences of speech. • Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified. • Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes. • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.
7–9	• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech. • Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions. • Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes. • Pronunciation and intonation are intelligible and predominantly accurate.
10–12	• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech. • Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions. • Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes. • Pronunciation and intonation are consistently accurate and intelligible.

Additional guidance

Uses language creatively: examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity – Higher tier

Mark	Descriptor
0	No rewardable material.
1–3	• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted. • Occasionally able to initiate and develop responses independently but regular prompting needed. • Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.
4–6	• Responds spontaneously to some questions, interacting naturally for parts of the conversation. • Sometimes able to initiate and develop the conversation independently, some prompting needed. • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation.
7–9	• Responds to most questions spontaneously, resulting in mostly natural interaction. • Mostly able to initiate and develop the conversation independently. • Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation.
10–12	• Responds spontaneously and with ease to questions, resulting in natural interaction. • Consistently able to initiate and develop the conversation independently. • Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow.

Additional guidance

Respond(s) spontaneously: gives a relevant, impromptu response based on what they have heard.

Rephrasing/repair strategies are 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.

Conversation: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures. • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity. • Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed.
4–6	• Manipulates grammatical structures with occasional variation, complex structures used but repetitive. • Generally accurate grammatical structures, generally successful references to past, present and future events. • Generally coherent speech although errors occur that sometimes hinder clarity of communication.
7–9	• Manipulates a variety of grammatical structures, some variety of complex structures. • Predominantly accurate grammatical structures, mostly successful references to past, present and future events. • Predominantly coherent speech; errors occur but they rarely hinder clarity of communication.
10–12	• Manipulates a wide variety of grammatical structures, frequent use of complex structures. • Consistently accurate grammatical structures, consistently successful references to past, present and future events. • Fully coherent speech; any errors do not hinder the clarity of the communication.

Additional guidance

Complex grammatical structures are considered to be:
- all grammar and structures that are included in the grammar list which are specific to Higher-tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language

Straightforward grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. 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)/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 examples only and do not constitute a finite list.

Write your name here

Surname	Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Centre Number	Candidate Number

Italian

Paper 3: Reading and understanding in Italian

Higher tier

Sample assessment material for first teaching September 2017
Time: 1 hour

Paper Reference
1IN0/3H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions from Sections A, B and C.
- Questions in Sections A and C are set in English.
- Questions in Section B are set in Italian.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question*
  – *you should spend approximately 15 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ▶

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SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

An international event

1 Read the advert below.

La festa della musica è nata in Francia nel 1982, ma in Italia è cominciata due anni dopo.

Quest'anno la festa sarà come sempre il 21 giugno, il giorno del solstizio d'estate. Circa sessanta città italiane parteciperanno a questa iniziativa. La festa più grande avrà luogo a Roma, dove la gente potrà assistere a oltre duecento concerti gratuiti. I musicisti suoneranno nelle strade, nelle piazze, nei giardini, nei musei, ma anche negli alberghi e nei ristoranti.

L'anno scorso hanno partecipato seicento artisti, con circa 250.000 spettatori in ottantacinque località.

(a) Where was the festival first held?

(1)

.....

(b) How much will the concerts in Rome cost?

(1)

.....

(c) How many musicians took part last year?

(1)

.....

(Total for Question 1 = 3 marks)

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Ti ho sposato per allegria **by Natalia Ginzburg**

2 Read the extract from the text. Giuliana tells her story.

> Prima io vivevo con mia madre in un piccolo paese di campagna. Eravamo molto povere e abitavamo in una casa molto piccola. Allora sono venuta qui a Roma, dalla mia amica Elena. Volevo diventare attrice.
>
> Poi ho trovato un lavoro in un negozio di dischi. Mentre lavoravo nel negozio ho conosciuto una persona. Si chiamava Manolo e aveva un gatto bianco. Aveva una faccia triste e dei grandi occhi neri. Mi sono innamorata di lui.
>
> Era molto ricco ma i soldi non gli piacevano. Scriveva libri.
>
> Un giorno mi ha detto di andare a stare da lui. Così non sono più andata al negozio e ho perso il lavoro.

(Source: from To ho sposato per allegria, Natalia Ginzburg, Einaudi, 2010)

Answer the following questions **in English**. You do not need to write in full sentences.

(a) Where did Giuliana live before moving to Rome?

(1)

.....

(b) What did she want to do when she came to Rome?

(1)

.....

(c) What did Giuliana feel for Manolo?

(1)

.....

(d) Why did Giuliana lose her job?

(1)

.....

(Total for Question 2 = 4 marks)

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An internet chat forum

3 Read the comments in this internet forum.

Quante lingue straniere parlate?

Daniela: Io conosco bene l'inglese e il francese, sia parlati che scritti. Oltre allo studio devo ringraziare il mio lavoro: parlo al telefono ogni giorno con gente da tutto il mondo e questo è l'esercizio migliore per le lingue.

Angelo: Le lingue straniere sono da sempre la mia passione. Parlo bene inglese e spagnolo, poi ho fatto un corso di tedesco in Germania, ma è difficile. Mi interessa anche tanto il russo, mi piacerebbe seguire dei corsi se avessi tempo.

Paola: Io sono molto fortunata, ne parlo cinque: inglese, francese, tedesco, spagnolo e italiano. Siccome lavoro come interprete e traduttrice, sono fondamentali per me. La cosa migliore per imparare una lingua è fare un corso all'estero.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) Who would like to learn a new language?

(1)

(b) Who speaks five languages?

(1)

(c) How does Daniela practise her languages?

(1)

(d) What is the best way to learn a foreign language according to Paola?

(1)

(e) In what way are languages useful to Paola?

(1)

(Total for Question 3 = 5 marks)

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QUESTION 4 BEGINS ON THE NEXT PAGE.

Cuore by Edmondo De Amicis

4 Read the extract from the literary text. In this story Enrico writes about his first day back at school.

> Oggi primo giorno di scuola. Quei tre mesi di vacanza in campagna erano passati velocissimi.
>
> Mia madre mi ha accompagnato questa mattina: io pensavo alla campagna e non avevo voglia di andarci.
>
> Tutte le strade erano piene di ragazzi. Le due librerie erano affollate di padri e di madri che compravano zaini, cartelle e quaderni.
>
> Vicino alla porta della scuola il mio maestro dell'anno scorso mi ha salutato, sempre allegro, coi suoi capelli rossi.
>
> Ho rivisto con piacere la mia classe, dove ho passato quasi tutti i giorni per tre anni. Ma la scuola mi è sembrata così piccola e triste, pensando ai boschi dove ho passato l'estate!
>
> Alle dieci eravamo tutti in classe, cinquantaquattro in totale.
>
> Il nostro nuovo maestro è alto, senza barba, coi capelli grigi e lunghi e non ride mai.
>
> Io mi dicevo: – Ecco il primo giorno. Ancora nove mesi. Quanti lavori, quanti esami, quante fatiche!

Put a cross ☒ in the correct box.

Example: Today for Enrico is the…

☐	**A** first day at university
☐	**B** first day of his work experience
☐	**C** first day of his holidays
☒	**D** first day back at school

(i) He has spent his summer holidays…

☐	**A** in town
☐	**B** in the countryside
☐	**C** at the seaside
☐	**D** in the mountains

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(ii) How does he feel about being back at school?

☒	**A** Unenthusiastic
☒	**B** Happy
☒	**C** Excited
☒	**D** Scared

(iii) Many parents are buying things for their children…

☒	**A** at the grocer's
☒	**B** at the newsagent's
☒	**C** in clothes shops
☒	**D** in bookshops

(iv) In Enrico's class there are…

☒	**A** ten pupils
☒	**B** more than fifty pupils
☒	**C** only five pupils
☒	**D** about twenty pupils

(v) Enrico's new teacher is…

☒	**A** kind
☒	**B** young
☒	**C** cheerful
☒	**D** serious

(Total for Question 4 = 5 marks)

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Italian-speaking Switzerland

5 Read what some Italians say about life in Switzerland.

Italiani in Svizzera

Ci sono molti italiani che vivono in Svizzera, soprattutto nel Canton Ticino, che è la regione di cultura e lingua italiana.

Romina dice che la Svizzera è un Paese molto più ordinato e tranquillo rispetto all'Italia. Si trova al centro dell'Europa e non distante dall'Italia, cosa che permette, al contrario di altri Paesi più lontani come il Canada o l'Australia, di mantenere i contatti con il proprio posto di origine.

Alberto aggiunge che ci sono molti lavori disponibili e se si vive o si lavora in Canton Ticino non è necessario apprendere un'altra lingua, cosa invece quasi indispensabile se ci si trasferisce in altri Paesi.

Michela è molto contenta di vivere a Lugano, una cittadina contornata da montagne e con uno stupendo lago. Il clima è molto gradevole e d'estate alla sera tutti vanno sul lungo lago e ci sono eventi e concerti.

Filippo avverte però che la vita è molto più cara in Svizzera e c'è una scelta più ridotta negli acquisti. Inoltre bisogna avere un lavoro per andare a vivere lì e se non si ha nessuna qualifica si trovano solo lavori duri e mal pagati.

Choose the correct answer from **Romina, Alberto, Michela** or **Filippo**.

(a) ..... says that nightlife can be lively in Switzerland.

(1)

(b) ..... says that Switzerland is in an ideal geographical position.

(1)

(c) ..... says that Switzerland is not great for shopping.

(1)

(d) ..... says that there are more job opportunities in Switzerland.

(1)

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Answer the following questions **in English**.

(e) What is the main advantage of living in the Ticino region for an Italian speaker compared to other nationalities?

(1)

.....

(f) What is a possible consequence of being underqualified in Switzerland?

(1)

.....

(Total for Question 5 = 6 marks)

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An internet article

6 Read this article about an Italian holiday.

Ferragosto

Il Ferragosto è una festività italiana che si celebra il 15 agosto ed è un giorno festivo.

È una festività molto antica. Infatti il Ferragosto è stato istituito dall'imperatore romano Augusto nel 18 a.C., per celebrare la fine dei lavori agricoli stagionali. Questa festa serviva a dare un periodo di riposo ai contadini dopo le fatiche dei lavori nei campi.

Oggi il Ferragosto continua ad essere una festività molto amata dagli italiani perché coincide con la stagione del bel tempo e soprattutto con la parte centrale dell'estate, quando molti italiani sono in vacanza al mare. Le città in questo periodo sono deserte!

I festeggiamenti del 15 agosto comprendono grandi pranzi con i parenti o gite e picnic fuori città. La sera di Ferragosto per molti italiani è un'occasione per cenare al ristorante e poi guardare uno spettacolo di fuochi d'artificio, mentre i giovani preferiscono festeggiare in discoteca o con una notte di campeggio in spiaggia.

A Ferragosto si svolgono anche varie manifestazioni di origine medievale. La più famosa è il Palio di Siena, che ha luogo però il giorno successivo. È una corsa di cavalli nella piazza centrale. Se piove la corsa sarà rimandata al giorno successivo per salvaguardare l'incolumità dei cavalli.

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(a) What does this article tell us?

(3)

Put a cross ☒ next to the **three** correct sentences.

☒	**Example** *Ferragosto* is celebrated on 15 of August.
☐	**A** *Ferragosto* is a public holiday in Italy.
☐	**B** *Ferragosto* is a modern holiday.
☐	**C** *Ferragosto* was created for farm workers.
☐	**D** The weather is often bad at *Ferragosto*.
☐	**E** Most Italians spend *Ferragosto* at home.
☐	**F** *Ferragosto* is celebrated with firework displays.
☐	**G** The *Palio* in Siena takes place on the 15th of August.

Answer the following questions **in English**.

(b) Why does celebrating *Ferragosto* appeal to young people?

(1)

.....

(c) What happens if it rains on the day of the *Palio* in Siena?

(1)

.....

(Total for Question 6 = 5 marks)

TOTAL FOR SECTION A = 28 MARKS

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SECTION B

La mia esperienza di lavoro – di Valentina Campiello

7 Leggi questo articolo.

Il 5 ottobre ho iniziato la mia esperienza lavorativa al ristorante "La casa gialla". In questo ristorante si possono mangiare dei piatti tipici regionali. È proprio un bel locale. La prima cosa che mi ha impressionato è stata la gentilezza del resto del personale. Tutti i miei colleghi e il mio capo sono stati amichevoli e simpatici fin dal primo giorno.

Anche se il mio lavoro è durato solo fino al 30 novembre, mi ha fatto imparare molto e mi ha divertito.

Se passate vicino a questo ristorante, vi consiglio assolutamente di fermarvi per provare questi piatti.

Metti una croce ☒ nella casella corretta.

Esempio: Valentina ha lavorato in…

☒	**A** un albergo
☒	**B** un ufficio
☒	**C** un bar
☒	**D** un ristorante

(i) Il ristorante in cui ha lavorato è…

☒	**A** brutto
☒	**B** caro
☒	**C** bello
☒	**D** sporco

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(ii) I suoi colleghi erano…

☒	**A** noiosi
☒	**B** interessanti
☒	**C** gentili
☒	**D** antipatici

(iii) Valentina ha lavorato per circa…

☒	**A** una settimana
☒	**B** due mesi
☒	**C** due settimane
☒	**D** un mese

(iv) L'esperienza di lavoro è stata…

☒	**A** divertente
☒	**B** inutile
☒	**C** difficile
☒	**D** faticosa

(v) Valentina consiglia di…

☒	**A** mangiare in questo ristorante
☒	**B** aprire un nuovo ristorante
☒	**C** fare una simile esperienza di lavoro
☒	**D** lavorare in questo ristorante

(Total for Question 7 = 5 marks)

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Il turismo

8 Leggi queste descrizioni su un sito turistico.

Verona	L'Arena e la casa di Giulietta, con il balcone, sono le attrazioni più importanti. Vicino alla città c'è il Parco Natura, con giraffe e leoni.
Torino	Visitate Piazza Castello e il museo Egizio e poi andate a fare un giro dei negozi! In via Roma potete trovare le grandi firme della moda italiana, come Armani e Versace.
Firenze	Potrete vedere le opere dei maggiori artisti italiani, come Michelangelo e Leonardo da Vinci. Famosi il Duomo e il Ponte Vecchio. E dovrete provare la famosa bistecca alla fiorentina!
Venezia	Piazza San Marco è una delle piazze più belle del mondo. Con i suoi canali, Venezia è una delle città più romantiche al mondo, famosa anche per il suo Carnevale.

Qual è la città corretta? Scegliete tra: **Verona**, **Torino**, **Firenze** e **Venezia**. Ogni parola può essere usata più di una volta.

Esempio: Piazza San Marco si trova a Venezia.

(a) Potrete mangiare una specialità locale a ..... .
(1)

(b) Se vi interessa l'arte italiana visitate ..... .
(1)

(c) Per fare shopping andate a ..... .
(1)

(d) Se amate gli animali potete andare a ..... .
(1)

(e) Potrete partecipare ad un festival tradizionale a ..... .
(1)

(Total for Question 8 = 5 marks)

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QUESTION 9 BEGINS ON THE NEXT PAGE.

Città pulite

9 Leggi questa pagina Web.

Legambiente ha organizzato dal 28 al 30 settembre le Giornate delle città pulite insieme alle scuole.

Una squadra di oltre 300.000 studenti di ogni regione domani aprirà la prima giornata di Puliamo il Mondo, la più grande iniziativa di volontariato ambientale organizzata in Italia. Lo scopo di questa iniziativa è di ripulire le città e le aree verdi dai rifiuti.

La grande partecipazione delle scuole italiane dimostra anche quest'anno come i giovani italiani siano interessati alle campagne di Legambiente.

A Ravenna i volontari di Legambiente insieme agli studenti delle scuole medie puliranno la pista ciclabile e alcune aree verdi del quartiere.

A Milano alcuni alunni si occuperanno della pulizia del cortile della loro scuola, mentre altri parteciperanno all'iniziativa scrivendo storie o brevi poesie dedicate al tema del riciclaggio.

A Roma a Villa Torlonia gli studenti dei licei saranno coinvolti nella pulizia del parco. Altri prepareranno un volantino per pubblicizzare l'iniziativa.

In Toscana alcuni istituti saranno impegnati nella pulizia della spiaggia, mentre nel pomeriggio ci saranno dei laboratori per imparare a fare il riciclaggio.

Se non puoi partecipare direttamente a questa iniziative, sostieni la nostra campagna con una donazione online!

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Rispondi a queste domande **in Italiano**. Non è necessario scrivere frasi complete.

(a) Qual è lo scopo di questa iniziativa di Legambiente?

(1)

(b) Che cosa ci dimostra che i giovani italiani sono interessati ai problemi ambientali?

(1)

(c) Come potrebbe partecipare a questa iniziativa uno studente di Milano? Da' un particolare.

(1)

(d) Che cosa insegnano a fare nei laboratori in Toscana?

(1)

(e) Che cosa potresti fare per sostenere Legambiente se non puoi partecipare a questa iniziativa?

(1)

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

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SECTION C

Translation

10 Translate this passage **into English**.

Tutti gli adolescenti italiani hanno uno smartphone. Il cellulare può essere utile anche per le attività scolastiche. È possibile, per esempio, trovare informazioni su un personaggio storico o tradurre una parola. Tuttavia le scuole italiane non applicano tutte le stesse regole: alcune hanno proibito agli studenti di usarlo in classe, mentre altre lo permettono.

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS
TOTAL FOR PAPER = 50 MARKS

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GCSE Italian Higher tier

Paper 3 mark scheme

SECTION A

Question number	Answer	Mark
1(a)	France	(1)

Question number	Answer	Mark
1(b)	(they are) free/(they cost) nothing	(1)

Question number	Answer	Mark
1(c)	600/six hundred	(1)

Question number	Answer	Mark
2(a)	in a small village OR in the countryside OR in a (very) small house	(1)

Question number	Answer	Mark
2(b)	become an actress/act	(1)

Question number	Answer	Mark
2(c)	she was in love with him/she loved him	(1)

Question number	Answer	Mark
2(d)	she stopped going to the shop/to work OR she went to live with Manolo	(1)

Question number	Answer	Mark
3(a)	Angelo	(1)

Question number	Answer	Mark
3(b)	Paola	(1)

Question number	Answer	Mark
3(c)	she talks on the phone every day	(1)

Question number	Answer	Mark
3(d)	Doing a course abroad	(1)

Question number	Answer	Mark
3(e)	she works as a translator OR interpreter OR for work	(1)

Question number	Answer	Mark
4(i)	B	(1)

Question number	Answer	Mark
4(ii)	A	(1)

Question number	Answer	Mark
4(iii)	D	(1)

Question number	Answer	Mark
4(iv)	B	(1)

Question number	Answer	Mark
4(v)	D	(1)

Question number	Answers	Mark
5(a)	Michela	(1)

Question number	Answers	Mark
5(b)	Romina	(1)

Question number	Answers	Mark
5(c)	Filippo	(1)

Question number	Answers	Mark
5(d)	Alberto	(1)

Question number	Answers	Reject	Mark
5(e)	you don't need to learn another language	there are lots of jobs	(1)

Question number	Answers	Mark
5(f)	you can only get badly paid jobs	(1)

Question number	Answer	Mark
6(a)	A-C-F	(3)

Question number	Answers	Mark
6(b)	they can go clubbing/to the disco OR camping on the beach	(1)

Question number	Answer	Mark
6(c)	it is postponed (to the following day)	(1)

SECTION B

Question number	Answer	Mark
7(i)	C	(1)

Question number	Answer	Mark
7(ii)	C	(1)

Question number	Answer	Mark
7(iii)	B	(1)

Question number	Answer	Mark
7(iv)	A	(1)

Question number	Answer	Mark
7(v)	A	(1)

Question number	Answer	Mark
8(a)	Firenze	(1)

Question number	Answer	Mark
8(b)	Firenze	(1)

Question number	Answer	Mark
8(c)	Torino	(1)

Question number	Answer	Mark
8(d)	Verona	**(1)**

Question number	Answer	Mark
8(e)	Venezia	**(1)**

Question number	Answer	Mark
9(a)	ripulire le città (dai rifiuti)	**(1)**

Question number	Answer	Mark
9(b)	molte scuole partecipano (a questa iniziativa)	**(1)**

Question number	Answer	Mark
9(c)	pulire il cortile della scuola OR scrivere storie/poesie sul riciclaggio	**(1)**

Question number	Answer	Mark
9(d)	il riciclaggio	**(1)**

Question number	Answer	Mark
9(e)	(puoi fare) una donazione	**(1)**

SECTION C

Question Number	Indicative content	Mark
10	All Italian teenagers have a smartphone. A mobile phone can also be useful for school activities. It is possible, for example, to find information about a historical figure or to translate a word. However Italian schools don't all apply the same rules: some have forbidden students from using it/them in class, while others allow it/them.	**(7)**

Mark	Descriptor
0	No rewardable communication.
1–3	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. **frequent** use of incorrect words, omitted **phrases**, incorrect tenses.
4–6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall effectiveness of the translation.

Write your name here

Surname	Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Centre Number	Candidate Number

Italian

Paper 4: Writing in Italian

Higher tier

Sample assessment material for first teaching September 2017
Time: 1 hour 20 minutes

Paper Reference
1IN0/4H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **either** Question 1(a) **or** Question 1(b) and **either** Question 2(a) **or** 2(b) and Question 3.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question*
  – *you should spend approximately 15 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ▶

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Pearson

Choose either Question 1(a) or Question 1(b).

If you answer Question 1(a) put a cross in the box ☒ .

My birthday

1 (a) Il tuo amico Federico ti ha mandato un email per sapere cosa hai fatto per festeggiare il tuo compleanno.

Scrivi una risposta a Federico.

Devi includere i seguenti punti:

- come hai festeggiato il tuo ultimo compleanno
- che cosa fanno di solito i giovani alle feste di compleanno
- perché è importante festeggiare i compleanni oppure no
- i tuoi progetti per il prossimo anno.

Scrivi 80–90 parole circa **in italiano**.

(20)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

If you answer Question 1(b) put a cross in the box ☒ .

Sport in school

(b) Un giornalino scolastico italiano cerca degli articoli sullo sport a scuola per il suo sito internet.

Scrivi un articolo per il giornalino.

Devi includere i seguenti punti:

- gli sport che puoi fare a scuola
- un recente evento sportivo a scuola a cui hai partecipato
- perché è importante per i giovani fare sport a scuola oppure no
- altri sport che farai nel futuro.

Scrivi 80–90 parole circa **in italiano**.

(20)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 1 = 20 marks)

Choose either Question 2(a) or Question 2(b).

If you answer Question 2(a) put a cross in the box ☒ .

An international music competition

2 (a) Lei vorrebbe partecipare ad un concorso di musica internazionale per rappresentare il Suo paese.

Scriva una lettera agli organizzatori del concorso per convincerli ad offrirLe un posto.

Deve includere i seguenti punti:

- perché vuole partecipare
- le attività musicali che ha fatto finora
- come questo concorso l'aiuterà nel futuro
- perché la musica è importante per i giovani.

Giustifichi le sue idee e le sue opinioni.

Scriva 130–150 parole circa **in italiano**.

(28)

Egregio Signore/Gentile Signora,

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Cordiali saluti,

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

If you answer Question 2(b) put a cross in the box ☒ .

A fantastic holiday

(b) Una rivista italiana cerca degli articoli sulle vacanze per il suo sito internet.

Scriva un articolo su una Sua recente vacanza per interessare i lettori.

Deve includere i seguenti punti:

- perché ha fatto questa vacanza
- che cosa pensa delle vacanze in generale
- perché viaggiare è importante per i giovani
- un viaggio che farà nel futuro.

Giustifichi le sue idee e le sue opinioni.

Scriva 130–150 parole circa **in italiano**.

(28)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

(Total for Question 2 = 28 marks)

My friend Lucia

3 Traduci il seguente testo **in italiano**.

Lucia lives near her school in Bologna, so she usually walks there. Lucia likes school because she's good at history, but she has found IT difficult. For her, education is important, therefore she wants to go to university and find a good job when she's older. She knows that by studying hard, she will succeed.

(Total for Question 3 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

GCSE Italian Higher tier

Paper 4 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band 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 band and 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 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.

Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	• Communicates brief information relevant to the task with little development • Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification • Expresses straightforward thoughts and ideas; uses common, familiar language with repetition • Variable use of appropriate register and style
4–6	• Communicates information relevant to the task, with development of the occasional key point and idea • Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful • Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language • Appropriate use of register and style is evident but with inconsistencies

Mark	Descriptor
7–9	• Communicates information relevant to the task, with development of some key points and ideas • Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions • Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language • Appropriate use of register and style is evident but with occasional inconsistency
10–12	• Communicates information relevant to the task with expansion of key points and ideas • Effective adaptation of language to narrate, inform, interest and give convincing personal opinions • Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language • Appropriate use of register and style throughout, with minimal inconsistency

Additional guidance

Creative language use: examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions*:* this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style **definition*: informal register and style* –** examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 1: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	• Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	• Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	• Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	• Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:
- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order 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 reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

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

Question 2 – Higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see *Additional guidance*).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas • Some effective adaptation of language to narrate, inform, interest/convince • Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language • Appropriate use of register and style with the occasional inconsistency
5–8	• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas • Frequently effective adaptation of language to narrate, inform, interest/convince • Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language • Appropriate use of register and style with few inconsistencies
9–12	• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas • Mostly effective adaptation of language, to narrate, inform, interest/convince • Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language • Predominantly appropriate use of register and style

Mark	Descriptor
13–16	• Communicates detailed information relevant to the task, with consistently effective development of key points and ideas • Consistently effective adaptation of language to narrate, inform, interest/convince • Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language • Consistent use of appropriate register and style throughout

Additional guidance

Creative use of language – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions*:* this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Adaptation of language to narrate, inform, interest/convince: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

Register and style **definition*: formal*** register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	• Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language • Occasional sequences of fluent writing, occasionally extended, well-linked sentences • Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication
4–6	• Some variation of grammatical structures, including some repetitive instances of complex language • Prolonged sequences of fluent writing, some extended, well-linked sentences • Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication
7–9	• Uses a variety of grammatical structures, including some different examples of complex language • Predominantly fluent response; frequent extended sentences, mostly well linked • Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication
10–12	• Uses a wide variety of grammatical structures, including complex language • Fluent response throughout with extended, well-linked sentences • Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:
- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors which force readers to re-read in order 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 reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example using the incorrect person of the verb
- mother-tongue interference.

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

Question 3 – Higher tier (12 marks)

Translation mark grid and example response

The translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

Mark	Descriptor
0	No rewardable material
1–3	• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/ mother-tongue interference • Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed
4–6	• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated • Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed
7–9	• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated • Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed
10–12	• The meaning of the passage is fully communicated • Consistently accurate language and structures, any errors do not hinder clarity

Question number	Example response
3	Lucia abita vicino alla sua scuola a Bologna così di solito ci va a piedi. A Lucia la scuola piace perché va bene/è brava in storia, ma ha trovato difficile l'informatica. Per lei, l'istruzione è importante, quindi/perciò vuole andare all'università e trovare un buon impiego/lavoro quando sarà più grande/vecchia. Sa che, studiando molto, ci riuscirà.

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that ***do not hinder clarity***:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that ***hinder clarity***:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order 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 reader from the content of the writing.

Errors that ***prevent meaning being conveyed***:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

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

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