

# THEMES AND SUB-THEMES PAPERS 1 AND 3

Will be based on content from the following two themes. The two themes address a range of social issues and trends, as well as aspects of the political and artistic culture of Italy and Italian-speaking countries and communities.

**Theme 1** focuses on aspects of society or history of Italy only.

**Theme 2** requires students to broaden their knowledge across any Italian-speaking country/countries and/or community/communities.

Each theme is broken into three sub-themes (highlighted in bold).

Each sub-theme is then further exemplified.

## **Tema 1: I cambiamenti della società italiana**

**Theme 1 is set in the context of Italy only.**

- L'evoluzione della famiglia italiana Cambiamenti nell'atteggiamento verso il matrimonio, la coppia e la famiglia; i mammoni.
- L'istruzione Il sistema scolastico e i problemi degli studenti, la fuga dei cervelli.
- Il mondo del lavoro La parità tra i sessi; la disoccupazione; le imprese familiari; i nuovi modelli di lavoro.

## **Tema 2: La cultura politica ed artistica nei paesi di lingua italiana**

**Theme 2 is set in the context of any Italian-speaking country/countries and/or community/communities.**

- La musica Cambiamenti e sviluppi; impatto sulla cultura popolare.
- I Media Libertà di espressione; la stampa cartacea e online; l'impatto sulla società e la politica.
- Il patrimonio culturale Feste, usi e costumi.

## ITALIAN ADVANCED SUBSIDIARY PAPER 3:

### Speaking Instructions to the candidate for Task 2

Sample assessment material for first teaching September 2017

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

#### INSTRUCTIONS

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- **Dictionaries and other resources** are **not** allowed at any time
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

#### TASK 2

- Read the statement provided.
- You have approximately **5 to 6** minutes discussion time for Task 2.
- During this time **you must answer:**
  - **two** questions posed by the teacher-examiner on the statement.
  - **follow-up questions on the sub-theme.**
- You may ask for questions to be repeated.
- You **must not** read out whole, prepared sentences in answer to questions.
- You must elicit the teacher-examiner's point of view and check for understanding at appropriate moments •

## **SPEAKING INSTRUCTIONS TO THE CANDIDATE FOR TASK 1**

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

### **Instructions •**

You have **15 minutes** in total to prepare for Task 1 and Task 2.

- You must not write on the stimuli.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 and Task 2. **Task 1**
- Prepare to **summarise the first text** and **answer questions on both texts**.
  - You have approximately **7 to 9 minutes** discussion time for **Task 1**.
- During this time you must **answer: – four questions** posed by the teacher-examiner – **follow-up questions on the sub-theme**.
  - **You may ask for questions to be repeated.**

You must not read out whole, prepared sentences in answer to questions.

**1: STIMULUS IN1 Task 1 Tema: I cambiamenti della società italiana  
L'evoluzione della famiglia italiana Testo 1**

In Italia le culle sono sempre più vuote, nascono sempre meno bambini. Nel 2015 sono nati solo 488mila bambini e bambine (8 ogni mille residenti), 15mila in meno rispetto al 2014. Il mese nel quale è stato registrato il maggior calo, tra il 2015 e il 2014, è gennaio. Per l'83% degli italiani, è la crisi che rende difficile la decisione di fare un figlio: le giovani coppie sono scoraggiate dalla crisi economica e ritardano, o evitano, di mettere al mondo dei figli. La popolazione italiana invecchia in modo rapido, bisogna intervenire economicamente a sostegno delle giovani famiglie per aumentare la natalità.

**TESTO 2**

In Italia il calo delle nascite è dovuto alla diminuzione del numero dei matrimoni

1. Di che cosa parla il primo testo?
2. Secondo il primo testo, in quale periodo dell'anno sono nati meno bambini?
3. Sei d'accordo con il punto di vista del secondo testo? Perché/Perché no?
4. Secondo te, la famiglia tradizionale italiana è cambiata negli ultimi tempi? Perché/ Perché no?

## SPEAKING TASK 1 – (POSSIBLE ANSWERS IN ITALIAN) TRANSLATE

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

### TASK 1 STIMULUS IN1

- In Italy, the number of births has decreased \_\_\_\_\_

- In 2015 only 488,000 children were born \_\_\_\_\_

- The Italian economic crisis is causing the decline in birth rate \_\_\_\_\_

- The country is aging \_\_\_\_\_

- Fewer children were born in January \_\_\_\_\_

- No, because many unmarried couples have children. Under Italian law, there is no discrimination between children born within marriage and those born out of it.

- Yes, fewer marriages, fewer children. For many Italian Catholics, children should be born into a family whose parents are married. The Catholic Church has often denied baptism to the children of unmarried parents.

- Yes, The Italian family has changed – many families today consist of separated or divorced parents and so-called blended families, who live together without getting married.

Yes, nowadays the Italian family has decreased in size and is made up of the parents (who in most cases both work) and only one child.

- No, despite the crisis of values in contemporary society, the family still constitutes the basic cell, the vital core of society.

- No, today, Italian families are different because circumstances are different. In the past, the father worked while the mother ran the house and oversaw the upbringing of the children. Today both parents work and take care of the children

**L'evoluzione della famiglia italiana**

**Testo 1**

A chi affidare il bambino quando la mamma è al lavoro? Oggi, in Italia, scegliere chi dovrà occuparsi del bambino durante la giornata di lavoro non è una cosa semplice. Occorre valutare i pro e i contro delle diverse possibilità: baby sitter, nonni o asilo nido? Per esempio, la baby sitter garantisce un servizio completo e una cura particolare del bambino, ma può essere molto cara. I nonni sono delle persone importantissime per i nipotini, ma spesso bisogna stare attenti a non caricarli di responsabilità e fatiche eccessive. Il nido, invece, è un'ottima occasione di socializzazione e crescita per il bambino, ma c'è il rischio che si ammali spesso.

**Testo 2**

La mamma italiana deve rimanere a casa ed occuparsi dei figli

1. Di che cosa parla il primo testo?
2. Secondo il primo testo, quale possibilità è più costosa?
3. Credi che un figlio soffra se la madre lavora? Perché/Perché no?
4. Secondo te, in Italia le donne vogliono ancora fare le casalinghe? Perché/Perché no?

## TASK 1 STIMULUS IN2

- The problems of Italian mothers returning to work
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- The pros and cons of the choices available
- 

- The concern that grandparents can get too tired looking after the grandchildren
- 

- The babysitter is too expensive
- 

Yes, children need their mothers. Mothers should not go to work; the child-mother bond is established in childhood .

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- No, quality time is more important. If mothers work, the children grow up just as healthily as others
- 

- Yes, young Italian girls have similar ideas to those in the 50s. Almost all younger housewives have no career ambitions.
- 

- No, today Italian women are liberated, independent and emancipated and they are trying to organise their own careers. They are not satisfied to be housewives.
- 

- No, Italian women want to work and contribute to the economy.
-

L'ISTRUZIONE TESTO 1

Gli studenti italiani sarebbero fra i più stressati d'Europa e fra quelli che vanno a scuola solo perché obbligati a farlo. Fra gli undicenni, soltanto il 26% delle ragazze e il 17% degli studenti maschi dichiara di amare la scuola. Lo stress degli studenti va collegato alla pressione di compiti e interrogazioni, alla competizione da «primi della classe» e al timore della bocciatura a fine anno. Questi alti livelli di stress causano mal di testa, dolori addominali, mal di schiena, ma anche nervosismo e tristezza. Le ragazze sono le più colpite: a 15 anni soffre di stress scolastico il 72% di loro, contro il 50% dei maschi.

TESTO 2

1. Di che cosa parla il primo testo?
  2. Secondo il primo testo, chi è più stressato dalla scuola?
  3. Sei d'accordo con il punto di vista del secondo testo? Perché/Perché no?
  4. Secondo te, la bocciatura aiuta lo studente ad andare bene l'anno successivo?
- 

Niente compiti al fine settimana, che dovrebbe essere destinato solamente allo svago e al relax.



**TASK 1 STIMULUS IN3**

1 • Italian students suffer from stress \_\_\_\_\_

- Students go to school because they are compelled to do so

\_\_\_\_\_

- Stress is caused by the intensity of school work \_\_\_\_\_

- Stress causes many physical and mental problems \_\_\_\_\_

2 • 15-year-old girls \_\_\_\_\_

- Yes, it is important to have free time. Italian students should spend time with their parents at the weekend and have fun.

\_\_\_\_\_

\_\_\_\_\_

- No, students learn at different rates. The weekend may be necessary to catch up.

\_\_\_\_\_

- Yes, it makes them aware that they have not reached the minimum level required so they try harder.

\_\_\_\_\_

\_\_\_\_\_

- Yes, if fails were abolished, the overall quality of education would suffer and the standard of learning might diminish.

\_\_\_\_\_

\_\_\_\_\_

- No, repeating a year of school does not help the student to catch up and may penalise them even more

\_\_\_\_\_

No, failure reinforces inequality and may marginalise students or make them less confident.

\_\_\_\_\_

**L'ISTRUZIONE**

**TESTO 1**

La riforma della scuola italiana, chiamata 'La Buona Scuola' e annunciata dal ministro Stefania Giannini, mette al centro l'autonomia scolastica, offrendo alle scuole più risorse economiche e il numero di docenti di cui ha bisogno. La riforma prevede un aggiornamento degli insegnanti, che avranno 500 euro annui a disposizione, da spendere per la propria formazione: si va dai libri al software, dai concerti ai corsi. Agli studenti viene garantita una maggior scelta di materie opzionali ed una formazione più ricca che guarda alla tradizione, più musica e arte, ma anche al futuro, più lingue straniere, competenze informatiche, economia e diritto.

**Testo 2**

In Italia ogni studente dovrebbe poter eliminare dal proprio programma di studi le materie più detestate

1. Di che cosa parla il primo testo?
2. Secondo il primo testo, cosa possono fare i professori con i soldi offerti dal governo?
3. Sei d'accordo con l'affermazione del secondo testo? Perché/Perché no?
4. Secondo te, la scuola italiana, come è organizzata oggi, prepara i ragazzi ad affrontare il futuro?

### Task 1 stimulus IN4 Question

- In Italy a new school reform has been launched \_\_\_\_\_
- With the new reform schools have more autonomy \_\_\_\_\_
- Teachers will receive money during their training \_\_\_\_\_
- There will be more subjects to choose from \_\_\_\_\_
- Books, software, concerts, courses \_\_\_\_\_
- Yes, the curriculum should be more personalised, with subjects that really matter to the individual student, and which serve to prepare them for any university entrance test.

\_\_\_\_\_

\_\_\_\_\_

• No, studying a compulsory subject, even if disliked by the student, is very effective training for adult life, e.g. an adult does not always have a job that they like, or one by which they are motivated. \_\_\_\_\_

\_\_\_\_\_

• Yes, Italian school helps prepare students for later life. The knowledge and skills acquired at school make it possible to find work more easily. \_\_\_\_\_

\_\_\_\_\_

• No, Italian schools are not able to prepare students to face life in the future; the limited connection with universities and the job market are significant concerns. The curriculum is too abstract and impractical. \_\_\_\_\_

\_\_\_\_\_

• No, Italian schools do not offer the possibility of internships to enable students to understand what it means to put into practice what they study. School provides the basics but it leaves a gap between theory and practice.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 5: STIMULUS IN5 Task 1 Tema: I cambiamenti della società italiana

### IL MONDO DEL LAVORO

### TESTO 1

Una giovane donna italiana lavorava da un anno e mezzo in un negozio quando ha scoperto di aspettare un bambino. Il proprietario si è arrabbiato quando l'ha saputo, perché secondo lui non era il momento opportuno per rimanere incinta. Da quel momento ha iniziato a farle fare lavori faticosi che non aveva mai fatto prima. Al suo rientro dopo la maternità, le ha detto che il lavoro era diminuito per colpa della crisi e che la poteva riprendere a lavorare solo se passava part-time. Ma dopo venti giorni l'ha licenziata, dandole così la somma di denaro di un part-time, e non quella del contratto che aveva sempre avuto.

### TESTO 2

Le aziende italiane preferiscono assumere un uomo

1. Di che cosa parla il primo testo?
  2. Secondo il primo testo, come ha fatto il proprietario a pagarla meno?
  3. Sei d'accordo con l'affermazione del secondo testo? Perché/Perché no?
  4. Secondo te, in Italia esiste la parità tra uomini e donne nel mondo del lavoro?
-

### TASK 1 STIMULUS IN5 QUESTION

- A shop assistant becomes pregnant and the employer gets annoyed
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- The employer makes the woman do harder work
- 

- On return from maternity leave, she no longer has her job
- 

- She is paid less and fired
- 

- On her return from maternity leave, she is offered a part-time job
- 

- Yes, because Italian men have always been the breadwinners, and they are not absent from work for long periods, as happens with pregnant women.
- 

- No, because in Italy there is an equal opportunities law that forbids any discrimination between men and women. New sanctions ranging from 5,000 to 10,000 euro apply for any type of discrimination that is based on gender, nationality, religion and opinions
- 

- Yes, Italy punishes an employer who indicates, as a requirement for a job, the sex of applicants in the press or through any other form of advertising.
- 

- Yes, today in Italy not only the employer who unfairly dismisses an employee on maternity leave but also an employer who discriminates against working mothers or working fathers can be punished. An example of this might be unlawful demotion.
- 

- No, in Italy, women working in traditionally male environments are forced to do more than they should to get proper recognition, as if they always have something to prove.
- 

- No, in Italy there are disparities in salary and hierarchical recognition in employment between men and women.
-

**Il mondo del lavoro**

**Testo 1**

In Italia i giovani sono il gruppo più colpito dalla crisi economica, con oltre il 40% di disoccupazione giovanile. Per molti giovani italiani, le opportunità lavorative sono scarse o limitate. Una grande maggioranza si dichiara disponibile a svolgere lavori manuali, quelli che forse un tempo non avrebbero preso in considerazione. All'ultimo posto delle preferenze i lavori in cui, più comunemente, le nuove generazioni trovano facili occasioni di impiego, ma evidentemente di bassa qualità. Pochissimi vorrebbero fare il centralinista di call center, l'operatore di fast food, o il distributore di volantini. Impegno festivo e cambi frequenti di orario di lavoro sono ampiamente accettati, un po' meno il lavoro notturno.

**Testo 2**

In Italia cresce il numero di giovani che non cerca un impiego

1. Di che cosa parla il primo testo?
2. Secondo il primo testo, quali sacrifici è disposto a fare un giovane, pur di lavorare ?
3. Sei d'accordo con il punto di vista del secondo testo? Perché/Perché no?
4. Secondo te, in Italia è facile per un giovane laureato trovare lavoro?

### TASK 1 STIMULUS IN6 QUESTION

- In Italy youth unemployment is approximately 40% \_\_\_\_\_
- Young Italians agree to do manual labour \_\_\_\_\_
- In Italy, menial jobs are more readily available \_\_\_\_\_
- Young Italians would prefer to avoid doing certain jobs, e.g. operators at call centres \_\_\_\_\_
- Work on public holidays/changes of time schedules \_\_\_\_\_
- Yes, many young Italians do not work, do not study and do not look for a job. They are often discouraged because they are not able to find work immediately.  
\_\_\_\_\_  
\_\_\_\_\_
- No, Italian young people want to work. What they fear is a job that will trap them in a position of insecurity and exploitation, where commitment and skills are not recognised.  
personal/opinion with justification, for example  
\_\_\_\_\_  
\_\_\_\_\_
- Yes, having a degree helps in finding a job and progressing in the world of work. In Italy, in the 25–64 age range, graduates enjoy a higher rate of employment than non-graduates, and therefore have the opportunity to earn more money.  
\_\_\_\_\_  
\_\_\_\_\_
- Yes, a degree is still very important in Italy. Those in possession of a degree in health, education and sport will find work in their first year after graduation.  
\_\_\_\_\_  
\_\_\_\_\_
- No, having a degree helps to find work in Europe but not necessarily in Italy. Students who choose to attend a university after graduating from SECONDARY SCHOOL CAN REMAIN UNEMPLOYED.  
\_\_\_\_\_  
\_\_\_\_\_
- No, in Italy, unemployment now affects more graduates than those with a lower level of education. In Italy, there are about a million unemployed young adults, of these 252,000 are graduates.  
\_\_\_\_\_  
\_\_\_\_\_

## Italian Advanced Subsidiary Paper 3: Speaking Instructions to the candidate for Task 2

Sample assessment material for first teaching September 2017

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

### Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.

## Italian Advanced Subsidiary Paper 3: Speaking Instructions to the teacher-examiner for Task 2 Sample assessment material for first teaching September 2017

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

Task 2 lasts approximately **5 to 6 minutes**.

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

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

This constitutes questions such as:

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

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

### Task 2

- Read the statement provided.
- You have approximately **5 to 6 minutes** discussion time for Task 2.
  - During this time **you must answer:**
    - **two** questions posed by the teacher-examiner on the statement.
    - **follow-up questions on the sub-theme.**
  - You may ask for questions to be repeated.
  - You **must not** read out whole, prepared sentences in answer to questions.
  - You must elicit the teacher-examiner's point of view and check for understanding at appropriate moments •



## STIMULUS IN7 Task 2

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

#### LA MUSICA

Nei programmi televisivi o radiofonici che ascoltano i giovani italiani, la musica classica compare molto raramente

1. Perché nei programmi televisivi o radiofonici diretti al giovane Italiano non si trasmette musica classica?
2. Perché ascoltare musica è tanto importante per i giovani italiani?

#### TASK 2 STIMULUS IN7

• Songs played repeatedly on radio or TV can increase the sales of a singer or be the starting point of the career of an unknown singer, while classical music is not as important commercially

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• Musical tastes are based on business requirements rather than personal choice. Radio stations often broadcast for the majority of the young Italian public, without considering the tastes of minorities who may prefer classical music, for instance

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• Many young Italians listen to singers and songwriters who express, through their lyrics, the moods of the younger generations, e.g. Laura Pausini sings about life as a teenager and disappointments in love.

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• Young Italians follow musical idols who often suggest living dangerously and defying the rules, e.g. Vasco Rossi is still followed by thousands of young people.

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## 1: STIMULUS IN8 Task 2

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

#### LA MUSICA

La musica ascoltata dai giovani italofoeni è dominata dalla lingua inglese

#### Da considerare:

- La popolarità della musica anglofona nei Paesi di lingua italiana.
- L'impatto della lingua inglese sulla musica leggera nei Paesi di lingua italiana.

#### TASK 2 STIMULUS IN7

- Songs played repeatedly on radio or TV can increase the sales of a singer or be the starting point of the career of an unknown singer, while classical music is not as important commercially

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- Musical tastes are based on business requirements rather than personal choice. Radio stations often broadcast for the majority of the young Italian public, without considering the tastes of minorities who may prefer classical music, for instance

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- Many young Italians listen to singers and songwriters who express, through their lyrics, the moods of the younger generations, e.g. Laura Pausini sings about life as a teenager and disappointments in love

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- Young Italians follow musical idols who often suggest living dangerously and defying the rules, e.g. Vasco Rossi is still followed by thousands of young people.

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## 2: STIMULUS IN9 Task 2

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

### I MEDIA

È diminuita la vendita dei quotidiani in lingua italiana.

#### Da considerare:

- I motivi del calo nelle vendite dei giornali in lingua italiana.
- Se internet è diventato indispensabile

#### Task 2 stimulus IN9

• With the emergence and increasing use of the internet, investors have begun to allocate their available budget not only to radio, television and print media but also to the web which, as a form of written media, has begun to compete with newspapers.

• The number of people willing to pay for newspapers, given that they are not always relevant to the interests of those who buy them, can only fall.

• The internet, for many young people living in Italian-speaking countries, is now of fundamental importance to the social and economic development of their country. It is also the tool that allows them to be in contact with Italy and Italian culture.

• The internet is indispensable as a tool for the world of work since the economy on the global market is increasingly dependent on and influenced by technology, e.g. 50% of Italian companies are already

### 3: STIMULUS IN10

#### Task 2 Tema: La cultura politica ed artistica nei Paesi di lingua italiana I MEDIA

Nei Paesi di lingua italiana, i giovani si informano leggendo le notizie

##### Da considerare:

- Le ragioni per cui i giovani nei Paesi di lingua italiana leggono le notizie online.
- Le differenze di contenuto tra le notizie dei quotidiani e quelle online.

##### Task 2 stimulus IN10

• In Italy, the younger generations do not watch a lot of TV and do not read newspapers. They have not lost interest in what happens but they have many other means of obtaining more immediate information where they can be proactive and not just passive.

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• Young people are all connected to the web and most of them read the news using sites such as YouTube because they provide information faster and it can be immediately shared and evaluated. Young people have also become producers of content and veritable online publishers.

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• Newspapers when printed cannot be changed; online news, on the other hand, can always be updated.

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• Unlike newspapers, online articles are always available. In addition, a newspaper cannot describe ongoing developments, unlike the internet, which links differ

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#### 4:STIMULUS IN11

### Task 2 Tema: La cultura politica ed artistica nei Paesi di lingua italiana Il patrimonio culturale

Le feste popolari possono essere una risorsa culturale ed economica per il Paese di lingua italiana.

#### Da considerare:

- Le ragioni per cui le feste sono importanti nei Paesi di lingua italiana.
- Le feste pericolose che si dovrebbero abolire.

#### Task 2 stimulus IN11

- Traditions are an important part of our heritage and create benefits for entire communities, e.g. in San Marino during the challenge of Tricorniolo, a special shooting competition where an ancient Italian crossbow is used, tourists spend about 130€ each per day.

- Some Italian traditions unite religion and superstition, e.g. the 'Imnarja' festival in Malta (28th-29th June) is believed to derive from the Italian 'luminaria' (illuminations), but 29th of June is also the feast day of St Peter and St Paul and the Maltese festival is strongly linked to this feast.

Some traditions do not respect animal rights and can damage the country's image, e.g. the Palio of Asti in 2013 claimed the life of a horse called Mamuthones, representing the district of Santa Maria Nuova.

- During Carnival in Ivrea there is a historical 'Battle of the Oranges', which involves thousands of townspeople, divided into nine combat teams, who throw oranges at each other with considerable violence

## 5: STIMULUS IN12 Task 2

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

### IL PATRIMONIO CULTURALE

Nei Paesi di lingua italiana, le tradizioni regionali e nazionali, sono l'anima del popolo

#### Da considerare:

- Se le tradizioni sono importanti solo per gli anziani.
  - Come mantenere vive le tradizioni nei Paesi di lingua italiana.
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#### Task 2 stimulus IN12

- Young and old are actively and positively involved in many festivals and regional traditions in Italian-speaking countries, e.g. patron saint processions.
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- Maintaining regional cultures with festivals and traditions is important, e.g. there is no Italian wedding in America that does not end up with dancing the Tarantella, a dance typical of southern Italy.
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- Actively promoting festivals is important as they attract tourists and help the economy, e.g. the living crib of Sassi di Matera.
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- Ferragosto is an Italian and Sammarinese public holiday celebrated on 15 August, coinciding with the major Catholic feast of the Assumption of Mary and celebrated by all Italian-speaking communities, e.g. Sydney will celebrate the Ferragosto Italian festival at Canada Bay.
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## Speaking Assessment information General information

- First assessment: April/May 2018.

- **Task 1: 7 to 9 minutes Task 2: 5 to 6 minutes**

**Total assessment time: 27 to 30 minutes, (12 to 15 minutes of speaking plus 15 minutes' preparation time for both tasks).**

- **72 marks: • Task 1 is worth 42 marks and Task 2 is worth 30 marks.**

- For **Task 1**, **one card out of six cards for Theme 1** will be allocated to the student. The card will be issued **in the order prescribed by Pearson** in the sequencing grid provided. Neither the invigilator nor the teacher-examiner chooses the order of the cards. Students do not have a choice of cards for this task.

- For **Task 2**, the invigilator will use the sequencing grid provided by Pearson to inform the student in English of the **two sub-themes they have been allocated (out of a possible three sub-themes for Theme 2)**. **The choice of sub-themes is presented to the student in English** using the wording for the sub-themes given on the sequencing grid, for example: **'You may choose 'Media' or 'Cultural Heritage'**. **The student is then given a stimulus card based on their chosen sub-theme**. The student must not be shown details of the stimulus cards before making their choice. Roles of the teacher-examiner and invigilator

- As well as supervising students during their **15 minutes' preparation time**, the invigilator is responsible for giving students the **two stimulus cards** for the assessment, **one for each task**, based on the sequencing grid provided by Pearson (see example sequencing grid in General instructions to the teacher included in the Pearson Edexcel Level 3 Advanced Subsidiary GCE in Italian Sample Assessment Materials (SAMs) document).

- The teacher-examiner is responsible for conducting the assessment. They are not responsible for providing the stimulus cards. Preparation time and notes

- Students have **15 minutes to prepare for both tasks**.

- The preparation time must be supervised by an invigilator and take place outside of the examination room immediately before the assessment takes place.

- Students are permitted to make notes (up to a maximum of one side of A4) during the 15 minute preparation time. **Students may refer to these notes during the assessment**. The notes should be used for reference only and students **should not read out whole, prepared sentences**. Students are not permitted to write on the stimulus cards. Task 1 (responding to written language and discussion, based on Theme 1) Students have approximately 7 to 9 minutes' for this task.

- The stimulus card for this task contains two short texts relating to the sub-theme.

- The student is asked **four compulsory questions** by the teacher-examiner in the order **they appear on the card**: Edexcel Italian AS 2018 Speaking Test Page 24

- **Question 1** requires the student to **summarise the first text**
- **Question 2** requires the student to **answer a comprehension question on the first text**
- **Question 3** requires the student to **respond to information in the second text or both texts**
  - o **Question 4** will **stimulate wider discussion of the cultural and social context of the sub-theme beyond the focus of the texts on the stimulus card. The teacher-examiner must ask follow-up questions for the remainder of the task time.** The teacher-examiner can use the bank of optional generic questions provided by Pearson as a guide to ensure that the nature of the questioning allows **the student to demonstrate their knowledge and understanding of the cultural and social context, and to give a critical response to issues discussed.** These can be found in the Pearson Edexcel Level 3 Advanced Subsidiary GCE in Italian Sample Assessment Materials (SAMs) document. • Compulsory questions may be repeated, but rephrasing is not allowed

### **Task 2 (discussion on Theme 2)**

For this task students have approximately **5 to 6 minutes' discussion time.**

- The **stimulus card** for this task contains a **statement on the sub-theme** that will act as a **springboard for the discussion. Students give their views on the statement during the discussion.**

- There are **two parts to the discussion:**

o **Part 1 – the teacher-examiner asks the two compulsory questions in the order that they appear on the card.** The compulsory questions may be repeated, but rephrasing is not allowed. The teacher-examiner then **helps to develop the discussion by asking appropriate follow-up questions relating to the subject matter on the stimulus card.**

o **Part 2 – for the second half of the time allocated, the teacher-examiner broadens the discussion by moving on to any other aspect(s) of the same sub-theme.** The teacher examiner can use the bank of optional generic questions provided by Pearson as a guide to ensure that the nature of the questioning allows the student to **demonstrate their knowledge and understanding of the cultural and social context, and to give a critical response to issues.** See guidance to interaction mark grid in the Pearson Edexcel Level 3 Advanced Subsidiary GCE in Italian Sample Assessment Materials (SAMs) document). In **both tasks, students are expected to ask questions that elicit opinions** as part of the natural discourse **and to confirm that their own points of view have been understood** (see guidance provided on Elicit points of view/check for understanding beneath the mark grids for Interaction (AO1) in the specification and the Pearson Edexcel Level 3 Advanced Subsidiary GCE in Italian Sample Assessment Materials (SAMs) document).

**Students are also expected to take a lead in the discussions.** However the **teacher-examiner's** response should be **brief and take up the minimum amount of assessment time.** The teacher-examiner will cover all parts of each task and ask appropriate questions to ensure that the student is able to access the maximum amount of marks available. The speaking assessment will last between **12 to 15 minutes** in total and the teacher-examiner will ensure that timings are followed. The timing of the assessment begins with the student's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, the teacher-examiner will **bring the assessment to a natural end, allowing the student to complete a final sentence.** They will turn off the recording device at that point. Centres should be aware that students will not receive any marks for any conversation that takes place beyond the maximum time allowed



**Appendix 2:**  
**Prescribed literary texts and films For Paper 2**

Students are required to study **one literary text or one film** from the list below.

**Literary texts**

- Io non ho paura, Niccolò Ammaniti, 2001 (novel)
- Marcovaldo, Italo Calvino, 1963 (short stories)
- Senza sangue, Alessandro Baricco, 2002 (novel)
- Volevo i pantaloni, Lara Cardella, 1989 (novel)

- Films**
- Il Postino, dir. Michael Radford (1998)
  - Nuovo cinema paradiso, dir. Giuseppe Tornatore (1994)
  - Va' dove ti porta il cuore, dir. Cristina Comencini (1996)

**Task 1** (responding to written language and discussion based on Theme 1) **Four mark grids** are applied to this task: 1• responding to written language in speech (AO2) 2• knowledge and understanding of society and culture (AO4) 3• accuracy and range of language (AO3) 4• interaction (AO1).

**Speaking Marks Description**

**1. Responding to written language in speech (AO2)**

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

**Task 1 (responding to written language and discussion based on Theme 1)** (continued)  
**The knowledge and understanding of society and culture (A04)** This mark grid assesses students' ability to communicate information about, and demonstrate appreciation of, different aspects of **Italian culture and society**. Students are also assessed on their ability to respond critically to different aspects of the culture and society by presenting and justifying points of view, developing arguments and drawing conclusions based on understanding. When deciding how to reward an answer, examiners will consult this mark grid and the AS **Speaking Task 1: indicative content grid for Question 4**. This can be found in the Pearson Edexcel Level 3 Advanced Subsidiary GCE in Italian Sample Assessment Materials (SAMs) document. There is an **indicative content grid** associated with each question. Indicative content contains points that students might use to construct their answer, though they may provide alternative responses that fulfil the requirements of the question.

	Speaking task 1 Marks Description 2. The knowledge and understanding of society and culture (A04)
<b>0</b>	No rewardable material.
<b>1–3</b>	Occasionally relevant, straightforward ideas supported by information/examples/references that are sometimes stereotypical; often loses focus on the Italian cultural and social context. <ul style="list-style-type: none"> <li>• Viewpoints expressed with limited justification; arguments and conclusions limited and may be contradictory; response relies on general description</li> </ul>
<b>4–6</b>	<ul style="list-style-type: none"> <li>• Relevant, straightforward ideas supported by information/examples/references; loses focus on the Italian cultural and social context in places; occasional irrelevance.</li> <li>• Viewpoints expressed with straightforward justification; occasional argument briefly developed, leading to straightforward conclusion.</li> </ul>
<b>7–9</b>	<ul style="list-style-type: none"> <li>• Relevant ideas predominantly focused on the Italian cultural and social context and supported by information/examples/references.</li> <li>• Viewpoints and arguments on some aspects are developed and justified, leading to some convincing conclusions.</li> </ul>
<b>10–12</b>	<ul style="list-style-type: none"> <li>• Relevant ideas, some of which are perceptive, consistently focused on the Italian cultural and social context and supported by information/examples/references.</li> <li>• Viewpoints and arguments consistently well developed and justified, leading to convincing conclusions.</li> </ul>

## Mark Description

### 3. Accuracy and range of language (A03)

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

#### Task 1 (responding to written language and discussion based Theme 1)

#### 4. Interaction

**(A01)** This mark grid assesses students' ability to interact with the examiner by giving relevant responses bas on what they have heard, by initiating communication and eliciting points of view.

<b>4. Interaction (A01)</b>	
	No rewardable material
-2	<ul style="list-style-type: none"> <li>• Responds to questions and statements with inconsistent spontaneity, needs regular prompting; may rely on rehearsed language not relevant to the question; sustains some of the conversation using communication strategies if necessary but often relies on the examiner's lead.</li> <li>• Occasionally initiates communication by developing the conversation, often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Interacts spontaneously by responding readily to most questions and statements, with occasional prompting; sustains most of the conversation using communication strategies if necessary; some hesitation</li> <li>Frequently initiates communication by developing the conversation, occasional intervention by examiner needed; elicits points of view/checks for understanding although occasionally at an inappropriate moment</li> </ul>
-6	<ul style="list-style-type: none"> <li>• Interacts spontaneously by responding readily to questions and statements; able to sustain conversation, using communication strategies if necessary; minimal hesitation.</li> <li>• Consistently initiates communication, developing the conversation without reliance on examiner intervention; elicits points of view/checks for understanding appropriately at different points in the conversation</li> </ul>
	<ul style="list-style-type: none"> <li>• 'È d'accordo con me?'</li> </ul>
	<ul style="list-style-type: none"> <li>• 'Non crede sia giusto pensare che...?'</li> </ul>
	<ul style="list-style-type: none"> <li>• 'Potremmo dire che...?'</li> </ul>
	<ul style="list-style-type: none"> <li>• 'Che cosa pensa di...?'</li> </ul>
	<ul style="list-style-type: none"> <li>• 'Capisce quello che voglio dire</li> </ul>

Task 2 (discussion on Theme 2) Three mark grids are applied to this task: • knowledge and understanding of society and culture (A04) • accuracy and range of language (A03) • interaction (A01). Knowledge and understanding of society and culture (A04) This mark grid assesses students' ability to communicate information about, and demonstrate appreciation of, different aspects of Italian-speaking culture and society. Students are also assessed on their ability to respond critically to different aspects of the culture and society by presenting and justifying points of view, developing arguments and drawing conclusions based on understanding. When deciding how to reward an answer, examiners should consult both this mark grid and the AS Speaking Task 2: indicative content which is associated with each question. This can be found in the Pearson Edexcel Level 3 Advanced Subsidiary GCE in Italian Sample Assessment Materials (SAMs) document. Indicative content contains points that students might use to construct their answer, though they may provide alternative responses that fulfil the requirements of the question. Marks Description 0 No rewardable material. 1-3 • Occasionally relevant, straightforward ideas supported by information/examples/references that are sometimes stereotypical; often loses focus on the Italian-speaking cultural and/or social context. • Viewpoints expressed with limited justification; arguments and conclusions limited and may be contradictory; response relies on general description. 4-6 • Relevant, straightforward ideas supported by information/examples/references; loses focus on the Italian-speaking cultural and/or social context in places; occasional irrelevance. • Viewpoints expressed with straightforward justification; occasional argument briefly developed, leading to straightforward conclusion. 7-9 • Relevant ideas predominantly focused on the Italian-speaking cultural and/or social context and supported by information/examples/references. • Viewpoints and arguments on some aspects are developed and justified, leading to some convincing conclusions. 10-12 • Relevant ideas some of which are perceptive, consistently focused on the Italian-speaking

cultural and/or social context and supported by information/ examples/references. ● Viewpoints and arguments consistently well developed and justified, leading to convincing conclusions. Additional guidance Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality. Ideas: include thoughts, feelings, impressions and opinions. Straightforward ideas: considered to be thoughts and opinions that give the standard, predictable response

## **Task 2 (discussion on Theme 2) (continued)**

### **Interaction (A01)**

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

### **Marks Description**

0 No rewardable material.

1–2 ● Responds to questions and statements with inconsistent spontaneity, needs regular prompting; may rely on rehearsed language not relevant to the question; sustains some of the conversation using communication strategies if necessary but often relies on the examiner's lead.

● Occasionally initiates communication by developing the conversation, often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.

3–4 ● Interacts spontaneously by responding readily to most questions and statements, with occasional prompting; sustains most of the conversation using communication strategies if necessary, some hesitation.

● Frequently initiates communication by developing the conversation, occasional intervention by examiner needed; elicits points of view/checks for understanding although occasionally at an inappropriate moment.

5–6 ● Interacts spontaneously by responding readily to questions and statements able to sustain conversation, using communication strategies if necessary; minimal hesitation. Edexcel Italian AS 2018 Speaking Test Page 30

● Consistently initiates communication, developing the conversation without reliance on examiner intervention; elicits points of view/checks for understanding appropriately at different points in the conversation.

### **Additional guidance**

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

Communication strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known. Elicit points of view/check for understanding: as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation. This constitutes questions such as:

- 'È d'accordo con me?'
- 'Non crede sia giusto pensare che...?'
- 'Potremmo dire che...?'
- 'Che cosa pensa di...?'
- 'Capisce quello che voglio dire?'

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