

Paper Reference(s)

1237

Edexcel GCSE

Italian

Paper 2F – Foundation Oral and 2H – Higher Oral

Teacher-Examiner's Handbook

Summer 2009

Time per candidate:

Foundation Oral: 8-9 minutes

Higher Oral: 11-12 minutes

This packet contains:

- (1) one Teacher-Examiner's Handbook
- (2) two sets of Candidate's Role-play Cards.

This packet may be opened **3 WORKING DAYS** before the examination by the person officially entrusted with the conduct of the examination. Security and confidentiality of the material must be maintained and **UNDER NO CIRCUMSTANCES** may the material be removed from the premises.

Foundation Tier candidates must be allowed 10 minutes preparation time and Higher Tier candidates must be allowed 12 minutes preparation time. Candidates may **NOT** use a dictionary during the preparation time. **They must not write on the cards.** They may make notes on paper for the role-plays during the preparation time, but these notes must be handed in to the teacher before the examination begins and must be kept by the centre until December 2009. Candidates may take notes (up to half a side of A4) on their first conversation topic into the examination room.

***The enclosed information and instructions are for the use of Teacher-Examiners only.
The contents of the Handbook may under no circumstances be revealed to candidates.***

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Teacher-Examiner Instructions

The format of the test is the same for Foundation and Higher Tiers as all candidates will carry out two role-play tasks and take part in two conversations, each on a different topic. Speaking tests must last between **8-9 minutes (Foundation)** and **11-12 minutes (Higher)**.

Role-plays

The role-play tasks will be presented in the form of instructions in English together with visual stimuli or short prompts. All role-plays will be marked for communication and content only. Candidates will be allocated preparation time (without dictionary access) immediately in advance of the test.

Role-play A is a simple transaction requiring the student to convey four basic pieces of information. It will usually be a task related to shopping, tourist requirements, café/restaurant or accommodation situations that will involve a limited range of vocabulary and structure. (Foundation Tier only)

Role-play B is a transaction that will involve a limited amount of unpredictability (one element) and will occur in a wider range of settings. (Foundation and Higher Tiers)

Role-play C will involve two unpredictable elements and will cover a different topic area. (Higher Tier only)

Conversations

Candidates must undertake two conversations and will be assessed globally on the basis of their overall performance across both topics.

Conversation 1:

- Candidates will have a free choice of first conversation topic.
- This will be agreed with the teacher in advance of the speaking test and must relate to **one** of the five main topic areas prescribed in the specification.

Conversation 2:

- The second conversation topic must relate to a different main topic area prescribed in the specification.
- Teacher-Examiners will choose the second conversation topic from two alternatives prescribed by Edexcel.
- These alternatives will be printed at the foot of the right hand column for each Role-play B in the Teacher-Examiner's Handbook. These alternatives are for the eyes of the Teacher-Examiner only and are confidential. They must not be communicated to the candidate prior to completion of Conversation 1. They will therefore appear in the Handbook only and **not** on the candidate's role-play card.
- Teacher-Examiners may choose **either** of these alternatives, **unless the candidate has already used one of them for Conversation 1**.
- If the candidate has already used one of the alternatives for Conversation 1, it is not permissible for the Teacher-Examiner to choose the same main topic area and to focus on a different sub-topic.
- The Teacher-Examiner will announce either in English or in the target language the chosen topic for Conversation 1 and for Conversation 2 at the beginning of each conversation. The candidate will not know the topic for Conversation 2 until this announcement.

This form is for Teacher-Examiners' reference only. It does not need to be returned to Edexcel.

Candidates should not be aware of the title of their second conversation topic in advance of the examination.

For the second topic conversation, Teacher-Examiners should choose from the two conversation topics printed on the relevant B role play card in the oral handbook.

Centre Name	Centre N°	
Teacher-Examiner name	Language	

Candidate Name	Candidate Number	Candidate's chosen conversation topic	Second conversation topic chosen by Teacher-Examiner from choice of two on B role-play card

**GCSE Modern Foreign Languages
Candidate Mark Sheet for Paper 2: Speaking**

L3

Candidate Name				Candidate N°			
Centre Name				Centre N°			
Language		Spec. N°		Tape N°		Side (A/B)	
Teacher-Examiner's name (Block capitals please)							
FOUNDATION TIER				HIGHER TIER			
Paper Number 2F A/B ←Teachers please write A or B (2FA = Centre/Teacher marked, 2FB = Edexcel examiner marked)				Paper Number 2H A/B ←Teachers please write A or B (2HA = Centre/Teacher marked, 2HB = Edexcel examiner marked)			
Role Play A Card No	Conversation 1 Topic			Role Play B Card No	Conversation 1 Topic		
Role Play B Card No	Conversation 2 Topic			Role Play C Card No	Conversation 2 Topic		
	Teacher-Examiner Marks	For Edexcel AA Use Only			Teacher-Examiner Marks	For Edexcel AA Use Only	
	↓	Examiner/Moderator Marks	Senior Exam./Mod. Marks		↓	Examiner/Moderator Marks	Senior Exam./Mod. Marks
Role Plays				Role Plays			
Role Play A (max 10)				Role Play B (max 10)			
Role Play B (max 10)				Role Play C (max 10)			
Role Play A+B Total (max 20)				Role Play B+C Total (max 20)			
Conversation				Conversation			
Comm. + Content (max 10)				Comm. + Content (max 10)			
Application of Lang. (max 10)				Application of Lang. (max 10)			
Accuracy (max 10)				Accuracy (max 10)			
Conversation total (max 30)				Conversation total (max 30)			
Total marks for paper (max 50)				Total marks for paper (min 100, max 150)	1	1	1
NB: For administrative reasons 100 is added to all Higher Tier marks.							
Moderator's / Examiner's Name (Block capitals please)						AA N°	
Senior Moderator's / Examiner's Name (Block capitals please)						AA N°	

CASSETTE INSERTS

* delete as appropriate

GCSE ITALIAN 1237 ORAL EXAM SUMMER 2009		
Centre Name.....		
Centre No..... Teacher-Examiner Name.....		
Foundation / Higher*	Tape No.	Side A / B*
	Candidate Name	Cand. No.
1.		
2.		
3.		
4.		
5.		
6.		

GCSE ITALIAN 1237 ORAL EXAM SUMMER 2009		
Centre Name.....		
Centre No..... Teacher-Examiner Name.....		
Foundation / Higher*	Tape No.	Side A / B*
	Candidate Name	Cand. No.
1.		
2.		
3.		
4.		
5.		
6.		

GCSE ITALIAN 1237 ORAL EXAM SUMMER 2009		
Centre Name.....		
Centre No..... Teacher-Examiner Name.....		
Foundation / Higher*	Tape No.	Side A / B*
	Candidate Name	Cand. No.
1.		
2.		
3.		
4.		
5.		
6.		

STRUCTURE AND TIMING OF TESTS – FOUNDATION TIER

ELEMENT	DURATION	NOTES
Role-play A	2 mins	Printed on numbered cards.
Role-play B	2 mins	Printed on numbered cards. Four utterances with prompts in English and symbols. One unpredictable element.
Conversation	4-5 mins	<p>First topic chosen and introduced by candidate.</p> <p>Second topic chosen by Teacher-Examiner from a choice of two, printed on the teacher’s notes for each B role-play card.</p> <p>The 4-5 minute conversation should be evenly split between the two topics.</p> <p>Teacher-Examiner to provide questions.</p> <p>Sample questions are provided in the oral handbook.</p>
Total: (Role-plays A+B & Conversation)	8-9 mins	Do not increase conversation time if candidate completes role-plays quickly.

NB

- The timings given for the role-plays are only approximate. Many candidates will complete the tasks in considerably less time. The Teacher-Examiner should not increase the conversation time if the candidate completes the role-plays quickly.
- The timing of the conversation elements of the oral tests must be respected and a stop-watch is useful for this. **Excessively long or short tests may adversely affect the marks awarded.**
- Teacher-Examiners should not slavishly follow the conversation questions given in this handbook but should respond appropriately to candidates’ responses.

STRUCTURE AND TIMING OF TESTS – HIGHER TIER

ELEMENT	DURATION	NOTES
Role-play B	2 mins	Printed on numbered cards. Four utterances with prompts in English and symbols. One unpredictable element.
Role-play C	3 mins	Printed on numbered cards. Five utterances prompted in the target language. Two unpredictable elements.
Conversation	6-7 mins	<p>First topic chosen and introduced by candidate.</p> <p>Second topic chosen by Teacher-Examiner from a choice of two, printed on the teacher’s notes on the B role-play card.</p> <p>The 6-7 minute conversation should be evenly split between the two topics.</p> <p>Teacher-Examiner to provide questions.</p> <p>Questions for guidance are given in handbook.</p>
Total: (Role-plays B+C & Conversation)	11-12 mins	Do not increase conversation time if candidate completes role-plays quickly.

NB

- The timings given for the role-plays are only approximate. Many candidates will complete the tasks in considerably less time. The Teacher-Examiner should not increase the conversation time if the candidate completes the role-plays quickly.
- The timing of the conversation elements of the oral tests must be respected and a stop-watch is useful for this. **Excessively long or short tests may adversely affect the marks awarded.**
- Teacher-Examiners should not slavishly follow the conversation questions given in this handbook but should respond appropriately to candidates’ responses.

CHECKLIST FOR CONDUCT

WHEN CONDUCTING ORAL EXAMINATIONS:

AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape	“GCSE Examination, 2009. Teacher-Examiner _____ Centre Name _____ Centre Number _____ Paper 2F / 2H”.	<ul style="list-style-type: none"> On the cassette label, write your centre name and number, the language and specification number, and the tier of examination (F/H).
At the start of each candidate’s test	“Candidate Number _____, _____ (Name of candidate). Role-plays _____ and _____”.	<ul style="list-style-type: none"> On the photocopiable cassette insert, write the candidate’s name and number. Make sure L3 form is complete with relevant details. Start the test. Do not stop or pause the tape during the recording.
At the start of each conversation topic	“ Conversation 1 / 2 _____ (Topic title in English or the target language)”.	
At the end of each candidate’s test	“End of test”.	<ul style="list-style-type: none"> Check that the test has been recorded clearly and audibly. Reset the controls ready to record the next candidate.
After the last candidate on side A	“End of Side A”.	
After the last candidate on side B of each tape.	“End of Side B. The tests continue on tape number _____”.	<ul style="list-style-type: none"> Wind to the start of side A. Check that all the details on the cassette label are filled in. Place the tape back in the tape-box before you get the next tape out of its box.

EDEXCEL

GCSE Italian

Role-play Examining Sequences

Summer 2009

To avoid duplication of Topic Areas, candidates must be given role-plays in the sequence and combination prescribed in this booklet.

1237 / 2F & 2H GCSE Italian Role-play Sequence – Summer 2009

2F FOUNDATION

Candidate	1 st role-play	2 nd role-play
1	A 2	B 2
2	A 6	B 4
3	A 4	B 2
4	A 2	B 6
5	A 3	B 6
6	A 6	B 1
7	A 1	B 4
8	A 1	B 5
9	A 5	B 1
10	A 3	B 4
11	A 4	B 3
12	A 2	B 2
13	A 3	B 5
14	A 2	B 3
15	A 6	B 1
16	A 5	B 3
17	A 2	B 6
18	A 1	B 1
19	A 5	B 2
20	A 4	B 4

2H HIGHER

Candidate	1 st role-play	2 nd role-play
1	B 3	C 5
2	B 2	C 1
3	B 1	C 2
4	B 4	C 4
5	B 5	C 4
6	B 3	C 6
7	B 1	C 3
8	B 3	C 1
9	B 6	C 6
10	B 2	C 3
11	B 5	C 2
12	B 4	C 6
13	B 5	C 4
14	B 1	C 1
15	B 6	C 2
16	B 4	C 6
17	B 2	C 5
18	B 6	C 5
19	B 5	C 6
20	B 3	C 4

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Foundation Speaking

Role-play A – Teacher-Examiner Instructions

Role-play A is the first role-play for the Foundation Tier. The role-play assesses a simple transaction and the candidate's ability to interact with a speaker of the target language. Each role-play involves four tasks, eg a greeting, asking for one (or two) items, stating the colour, size or quantity needed, asking the price, saying thank you or goodbye. Teacher-Examiners must select a role-play card for role-play A according to the correct role-play examining sequence.

Candidate's role-play card

The role-play card includes a brief context in English and visuals to indicate what the candidate should say. Where there is a choice of two or three visuals, the candidate must choose **one** of the items shown.

Teacher-Examiner's guidelines

Teacher-Examiners are reminded that they must read out the target-language introduction. The suggested scenario should be followed as closely as possible as any tasks or key vocabulary supplied by the Teacher-Examiner cannot be credited.

The candidate should be given the opportunity to attempt every task.

The Teacher-Examiner must not rephrase any of the questions.

Marking

Any vocabulary in **square brackets** is not essential for the candidate to say in order to gain full marks. **Round brackets** are used to indicate an example of a candidate's response when the question invites a range of different possible answers.

An example on an A role-play card might be: **I'd like a (coffee) [please].**

Assessment Criteria – *Role-play A*

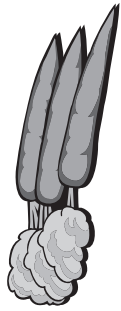
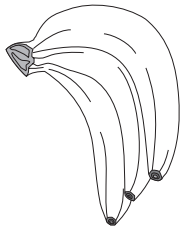
Marks for role-play performances are awarded positively on a scale of 1-10 using the assessment grid below. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box which best describes the performance, it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

Role-play A	Communication and Content
9-10	Conveys all information required Interacts extremely well No prompting necessary.
7-8	Conveys most information required (At least 3 significant items) Little or no prompting necessary.
5-6	Conveys half the required information (At least two significant items) Little prompting necessary.
3-4	Conveys less than half of the required information (At least one significant item) Some prompting necessary.
1-2	One significant item conveyed Extremely hesitant, reliant on prompting.
0	No effective communication.

A1 Al mercato

You are at a market in Italy. Say which item you would like, say how much you want, thank the stallholder and ask where the beach is.

1. Say which of these you would like.



2. Say how much you want.



3. Say thank you.



4. Ask where the beach is.



A1 Al mercato

Siamo in un mercato in Italia. Io sono il fruttivendolo/la fruttivendola.

Exam: Sì, signore/signora/signorina? Cosa desidera?

Cand: [Vorrei] (delle banane), [per favore].

Exam: Quante ne vuole, signore/signora/signorina?

Cand: (Un chilo), [per favore].

Exam: Ecco signore/signora/signorina.

Cand: Grazie.

Exam: Prego, signore/signora/signorina.

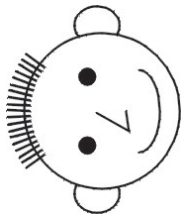
Cand: Dov'è la spiaggia?

Exam: Abbastanza vicino, sulla sinistra.

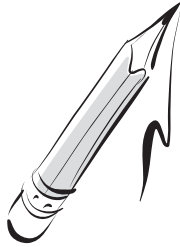
A2 In cartoleria

You are at a stationer's in Italy. Greet the assistant, say which item you would like, ask the price and what time it is.

1. Greet the assistant.



2. Say which of these you would like.



3. Ask the price.



4. Ask what time it is.



A2 In cartoleria

Siamo in una cartoleria in Italia. Io sono il commesso/la commessa.

Exam: Sì, signore/signora/signorina?

Cand: Buongiorno [signore/signora/signorina].

Exam: Buongiorno. Cosa desidera?

Cand: [Vorrei] (una penna), [per favore].

Exam: Ecco signore/signora/signorina.

Cand: Quant'è?

Exam: È un euro signore/signora/signorina.

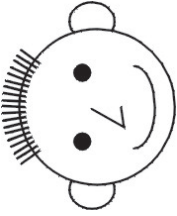
Cand: Che ore sono?

Exam: Sono le quattro e mezzo.

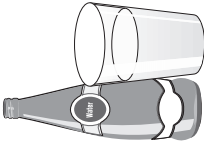

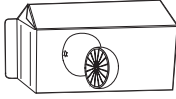
A3 Al bar

You are in a café in Italy. Greet the waiter/waitress, say which drink you would like, ask the price and where the station is.

1. Greet the waiter/waitress.




2. Say which of these you would like.

		
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3. Ask the price.



4. Ask where the station is.



A3 Al bar

Siamo in un caffè in Italia. Io sono il cameriere/la cameriera.

Exam: Sì, signore/signora/signorina?

Cand: Buongiorno [signore/signora/signorina].

Exam: Buongiorno. Cosa desidera?

Cand: [Vorrei] (un'acqua minerale), [per favore].

Exam: Certo, signore/signora/signorina.

Cand: Quant'è?

Exam: È un euro cinquanta signore/signora/signorina.

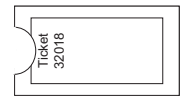
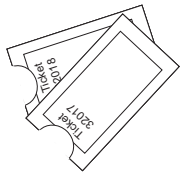
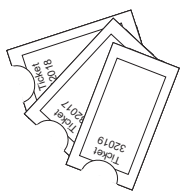
Cand: Dov'è la stazione?

Exam: È qui, a due passi.

A4 Allo stadio

You are at a stadium in Italy. Say how many tickets you would like, ask the price, ask where the toilets are and say goodbye.

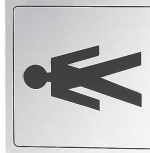
1. Say how many tickets you would like.



2. Ask the price.



3. Ask where the toilets are.



4. Say goodbye.



A4 Allo stadio

Siamo allo stadio. Io sono l'impiegato/a.

Exam: Sì, signore/signora/signorina?

Cand: [Vorrei] (tre biglietti), [per favore].

Exam: Ecco signore/signora/signorina.

Cand: Quant'è?

Exam: Sessanta euro.

Cand: Dov'è il gabinetto [per favore]?

Exam: Lì in fondo.


Cand: Arrivederci.

Exam: Arrivederci.

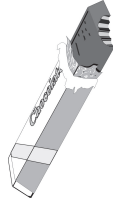

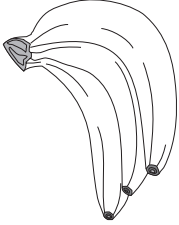
A5 In gelateria

You are in an ice cream parlour in Italy. Say you would like an ice cream, say which flavour you would like, say thank you and ask when they close.

1. Say you would like an ice cream.



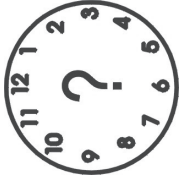
2. Say which flavour you would like.

		
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3. Say thank you.



4. Ask when they close.



A5 In gelateria

Siamo in una gelateria in Italia. Io sono l'impiegato/a.

Exam: Sì, signore/signora/signorina?

Cand: [Vorrei] un gelato [per favore].

Exam: Certo. Che gusto vuole?

Cand: (Cioccolato).

Exam: Ecco, signore/signora/signorina.

Cand: Grazie.

Exam: Prego, signore/signora/signorina.

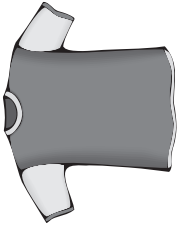

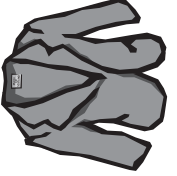
Cand: Quando chiude?

Exam: Alle dieci di sera.

A6 Al negozio d'abbigliamento

You are in a clothes shop in Italy. Ask if they have the item you want, say which size you want, say what colour you would like and say thank you.

1. Ask if they have a:

		
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2. Say which size you want.

Large

small

3. Say what colour you would like.

4. Say thank you.



A6 Al negozio d'abbigliamento

Siamo in un negozio in Italia. Io sono il commesso/la commessa.

Exam: Buongiorno, signore/signora/signorina. Cosa desidera?

Cand: [Vorrei] (una maglietta), [per favore].

Exam: Sì, che misura vuole?

Cand: (Grande), [per favore].

Exam: Ecco signore/signora/signorina. Che colore vuole?

Cand: [Vorrei] (rosso).

Exam: Certo signore/signora/signorina.

Cand: Grazie.

Exam: Prego.

Foundation/Higher Speaking

Role-play B – Teacher-Examiner Instructions

Role-play B is the second role-play for the Foundation tier and the first role-play for the Higher tier.

The candidate must undertake four tasks, each of which is indicated by an English introduction and a visual.

In some cases the candidate will have a choice, which is indicated by the visual.

Either the second or third task is an unpredictable element which takes the form of a question put by the Teacher-Examiner.

Teacher-Examiners must select a role-play card for role-play B according to the correct role-play examining sequence.

Candidate's role-play card

The role-play card includes a context in English, followed by four visuals with instructions in English to indicate the tasks. The unpredictable element is indicated to the candidate by an exclamation mark. Where candidates are given a choice of item, they should choose only one. More than one item cannot be credited and only the first will be assessed.

Teacher-Examiner's guidelines

Teacher-Examiners are reminded that they must read out the target-language introduction.

Teacher-Examiners should follow the suggested scenario as closely as possible as any structures or key vocabulary supplied by the Teacher-Examiner cannot be credited.

Teacher-Examiners are reminded that not all the tasks are vocabulary-specific and candidates' responses might vary from those indicated.

The unpredictable element is indicated in the suggested scenario in italics. **The Teacher-Examiner's question for the unpredictable element must not be rephrased.** However, the candidate's response to the unpredictable element is a suggestion only and any appropriate response is acceptable.

Marking

Any vocabulary in **square brackets** is not essential for the candidate to say in order to gain full marks. **Round brackets** are used to indicate an example of a candidate's response when the question invites a range of different possible answers, eg: **I'd like a (coffee) [please].**

Assessment Criteria – *Role-play B*

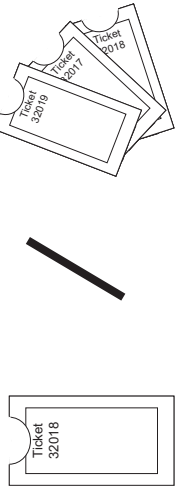
Marks for role-play performances are awarded positively on a scale of 1-10 using the assessment grid below. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box which best describes the performance, it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

Role-play B	Communication and Content
9-10	Conveys all information required Deals with unpredictable element with success Interacts well No prompting necessary (takes the initiative).
7-8	Conveys most of the information required One element with partial success Little hesitation Little or no prompting necessary.
5-6	Conveys most essential information One element omitted or unsuccessful A degree of hesitation.
3-4	Conveys some information Does not attempt some of the tasks Some prompting necessary.
1-2	Conveys only one relevant piece of information Extremely hesitant Reliant on prompting.
0	No effective communication.

B1 Alla stazione

You are in a station in Italy. Your teacher will play the part of the employee and will start the conversation.

1. Say how many ticket(s) you would like.



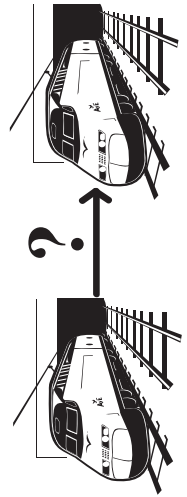
2. Answer the question.



3. Say what time you want to arrive.

11.00 / 12.00

4. Ask if you have to change.



B1 Alla stazione

Siamo in una stazione in Italia. Io sono l'impiegato/a.

Exam: Buongiorno signore/signora/signorina. Cosa desidera?

Cand: [Vorrei] (un biglietto), [per favore].

Exam: Certo. Per dove?

Cand: [Per] (Roma), [per favore].

Exam: D'accordo. A che ora vuole arrivare?

Cand: [Verso le] (undici).

Exam: Allora bisogna prendere il treno delle nove e venti.

Cand: Devo cambiare?

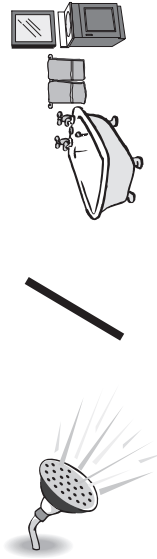
Exam: No, è diretto.

For second conversation topic, choose between:
AT HOME AND ABROAD;
HOUSE, HOME AND DAILY ROUTINE.

B2 In albergo

You are in a hotel in Italy. Your teacher will play the part of the receptionist and will start the conversation.

1. Say what type of room you would like.



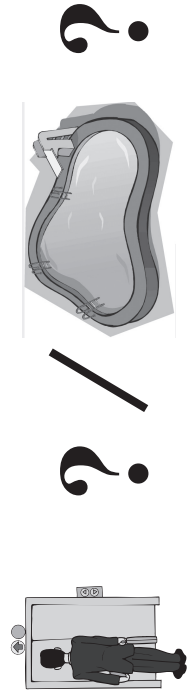
2. Say how long you want it for.

7 Nights

3. Answer the question.



4. Ask if there is **one** of these.



B2 In albergo

Siamo in un albergo in Italia. Io sono il/la receptionist.

Exam: Buongiorno signore/signora/signorina. Mi dica.

Cand: [Vorrei] (una camera con doccia), [per favore].

Exam: Certo. Per quanto tempo?

Cand: [La voglio per] (una settimana), [per favore].

Exam: Va bene. *Che documento mi può lasciare?*

Cand: [Ecco] (*il passaporto*).

Exam: Grazie. Abbiamo una bella camera al terzo piano.

Cand: C'è (un ascensore)?

Exam: Sì signore/signora/signorina, qui a destra.

For second conversation topic, choose between:
**MEDIA, ENTERTAINMENT AND YOUTH CULTURE;
SOCIAL ACTIVITIES, FITNESS AND HEALTH.**

B3 In discoteca

You are at a discotheque in Italy. Your teacher will play the part of the employee and will start the conversation.

1. Say what you have lost.



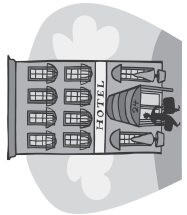
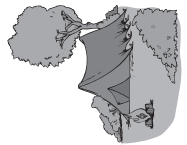
2. Answer the question.



3. Ask what you can do.



4. Say where you are staying.



B3 In discoteca

Siamo in una discoteca in Italia. Io sono l'impiegato/a.

Exam: Buongiorno signore/signora/signorina. Posso aiutarla?

Cand: Ho perso (la mia chiave).

Exam: Dove l'ha perso/a esattamente?

Cand: (Nel bar), [penso].

Exam: Mi dispiace, non l'abbiamo trovato/a.

Cand: Cosa posso fare?

Exam: Dove sta qui in Italia?

Cand: Sono (al campeggio) [qui].

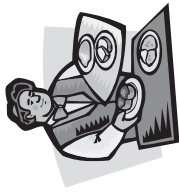
Exam: Ho capito. Può tornare domani mattina?

For second conversation topic, choose between:
EDUCATION, TRAINING AND EMPLOYMENT;
HOUSE, HOME AND DAILY ROUTINE.

B4 In famiglia

You are talking to your Italian penfriend. Your teacher will play the part of your penfriend and will start the conversation.

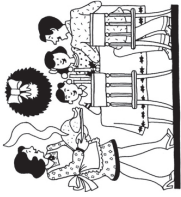
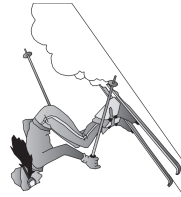
1. Say where you work.



2. Answer the question.



3. Say what you are doing for the Christmas holidays.



4. Ask your penfriend what he/she is doing for Christmas.



B4 In famiglia

Parli con il tuo/la tua corrispondente italiano/a. Io sono il tuo/la tua corrispondente.

Exam: E tu, dove lavori durante le vacanze estive?

Cand: [Lavoro] in un (supermercato).

Exam: Ho capito. A che ora cominci a lavorare?

Cand: [Comincio] (alle dieci e mezzo).

Exam: Che cosa vuoi fare durante le vacanze di Natale?

Cand: (Andrò a sciare).

Exam: Interessante!

Cand: [E tu,] che fai per Natale?

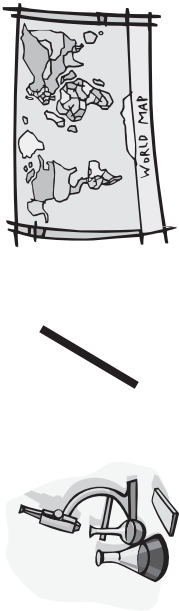
Exam: Mi piace molto andare all'estero per le vacanze.

For second conversation topic, choose between:
MEDIA, ENTERTAINMENT AND YOUTH CULTURE;
EDUCATION, TRAINING AND EMPLOYMENT.

B5 A scuola

You are at your penfriend's school in Italy. Your teacher will play the part of your penfriend and will start the conversation.

1. Say which lesson you would like to go to.



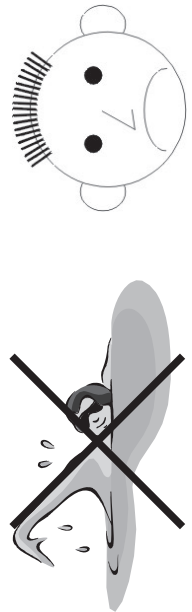
2. Answer the question.



3. Ask what time school finishes.



4. Say no, you do not like swimming.



B5 A scuola

Siamo a scuola in Italia. Io sono il tuo/la tua corrispondente.

Exam: A quale lezione vuoi andare oggi?

Cand: [Vorrei andare a una lezione di] (scienze).

Exam: Perché preferisci questa materia?

Cand: [Perché] (è interessante).

Exam: Allora andiamo!

Cand: A che ora finisce la scuola?

Exam: All'una. Ti piacerebbe andare in piscina questo pomeriggio?

Cand: No, non mi piace nuotare.

Exam: Non c'è problema, facciamo qualcos'altro.

For second conversation topic, choose between:
HOUSE, HOME AND DAILY ROUTINE;
AT HOME AND ABROAD.

B6 All'ufficio di turismo

You are at a tourist office in Italy. Your teacher will play the part of the employee and will start the conversation.

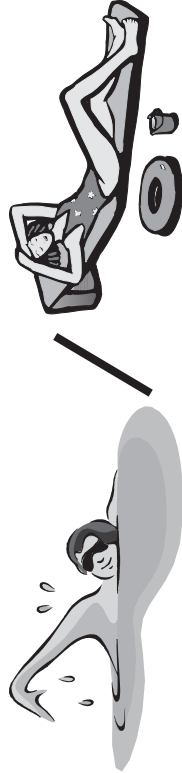
1. Ask what you can visit here.

?

2. Answer the question.

!

3. Say which of these you like doing.



4. Ask if it is far.

?

B6 All'ufficio di turismo

Siamo all'ufficio di turismo in Italia. Io sono l'impiegato/a.

Exam: Buongiorno signore/signora/signorina. Posso aiutarla?

Cand: Cosa posso visitare qui?

Exam: C'è un bel castello. *Quanto tempo rimane qui nella nostra città?*

Cand: *[Sono qui] per (due giorni).*

Exam: Ho capito. Quale attività le piace fare?

Cand: Mi piace (nuotare).

Exam: Abbiamo un lago bellissimo.

Cand: È lontano [da qui]?

Exam: No, non è lontano. È a due chilometri.

For second conversation topic, choose between:
**SOCIAL ACTIVITIES, FITNESS AND HEALTH;
AT HOME AND ABROAD.**

Higher Speaking

Role-Play C – Teacher-Examiner Instructions

Role-play C is the second role-play for the Higher tier.

Information is given to the candidates in the English context and in the target-language stimulus.

The elements to be covered are indicated by numbered bullet points in the target language.

There are **two** unpredictable elements, indicated to the candidate by an exclamation mark !.

Teacher-Examiners must select a role-play card for role-play C according to the correct role-play examining sequence.

Candidate's role-play card

The role-play card includes a brief context in English and a target-language stimulus.

These are followed by numbered points in the target language to indicate the elements to be covered. A question mark means the candidate is expected to ask a question.

Teacher-Examiner guidelines

The introduction must be read at the beginning of the role-play.

Two unpredictable elements are supplied. The Teacher-Examiner must introduce these as scripted in the role-play.

The unpredictable elements must not be rephrased, but may be repeated. Each unpredictable element should be expanded by the candidate as appropriate.

Teacher-Examiners are reminded that no credit can be given to candidates for key vocabulary and/or structures supplied by the teacher.

An ending is given to help Teacher-Examiners to bring the role-play to a natural close.

Assessment Criteria – Role-play C


Marks for role-play performances are awarded positively on a scale of 1-10 using the assessment grid below. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box which best describes the performance, it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

Role-play C	Communication and Content
9-10	All prescribed elements conveyed without ambiguity and without prompting from the Teacher-Examiner. Takes the initiative and expands. Deals with both unpredictable elements without difficulty. Very little or no hesitation.
7-8	Conveys all predictable information required and attempts unpredictable with partial success (or) conveys both unpredictable elements and conveys most of the predictable information required. Produces extended replies. Minimal hesitation evident.
5-6	One element omitted or whole role-play attempted, but not successfully. A degree of hesitation evident but not unduly reliant on the Teacher-Examiner. Some significant language error which impedes communication to some extent. Unable to deal with unpredictable elements.
3-4	Conveys some of the prescribed elements without ambiguity. Hesitant and reliant to some extent on the Teacher-Examiner. Does not attempt some of the tasks.
1-2	Conveys only one element without ambiguity. Extremely hesitant. Communication seriously impaired through poor pronunciation and language errors.
0	No effective communication.

C1

You are looking for a gift for your penfriend's mother. You don't know what to get her. You go to this shop.

Your teacher will play the part of the shop assistant and will start the conversation.



La Rinascente

Accessori per uomo e donna
Per tutti i gusti e tutte le tasche!

1. **Richiesta.**

2. **!**

3. **Prezzo?**

4. **Pagamento?**

5. **!**

C1

Introduction to be read by the Examiner.

Siamo in un negozio in Italia. Io sono il proprietario/la proprietaria del negozio.

Exam: Buongiorno signore/signora/signorina. Mi dica.

Cand: Task 1.

**Exam: Sì, abbiamo una grande scelta di regali.
Che cosa preferisce?**

Cand: *Responds to unpredictable.*

Exam: Abbiamo questa borsa di ottima qualità, in vera pelle.

Cand: Task 3.

Exam: Questa costa cinquanta euro.

Cand: Task 4.

**Exam: Come vuole signore/signora/signorina.
Che cosa pensa dei negozi italiani?**

Cand: *Responds to unpredictable.*

Exam: Ho capito.

C2

You and a friend go into this restaurant in Italy to ask for a table. You speak to the waiter/waitress.

Your teacher will play the part of the waiter/waitress and will start the conversation.

Ristorante **IL CORTILE**

Piatti tipici
Ambiente familiare
Terrazza panoramica

Via Rivabella 42, Rimini
Tel: 0541/729582

1. **Richiesta.**
2. **!**
3. **Mangiare fuori?**
4. **Piatti tipici?**
5. **!**

C2

Introduction to be read by the Examiner.

Sei in questo ristorante in Italia. Parli con il cameriere/la cameriera. Io sono il cameriere/la cameriera.

Exam: Buona sera signore/signora/signorina. Prego, mi dica?

Cand: Task 1.

Exam: Sì, certo. Ma lei non è italiano/a, vero? Di dov'è?

Cand: *Responds to unpredictable.*

Exam: Ho capito. C'è un tavolo qui, nell'angolo. Va bene?

Cand: Task 3.

Exam: Mi dispiace, non abbiamo tavoli liberi sulla terrazza. Ecco il menù.

Cand: Task 4.

**Exam: Oggi c'è il pesce.
Perché ha scelto di venire in Italia?**

Cand: *Responds to unpredictable.*

Exam: Buon appetito!

C3

You are flying from London to Italy to stay with your penfriend's family. As you arrive earlier than expected, you telephone from the airport to let them know, and arrange to be picked up.

Your teacher will play the part of your penfriend's father/mother and will start the conversation.

ARRIVI A PISA

ORARIO DI ARRIVO

DA		VOLO
Parigi	11,20	AF2166
Londra	11,45	LS9624
Glasgow	11,50	FR7846
Madrid	12,10	IB5824
Londra	12,35	LS9626

1. Situazione.
2. !
3. Dove sei esattamente.
4. Dove per l'incontro?
5. !

C3

Introduction to be read by the Examiner.

Sei all'aeroporto in Italia. Telefoni alla famiglia del tuo corrispondente. Parli con il padre/la madre. Io sono il padre/la madre.

Exam: Pronto!

Cand: Task 1.

**Exam: Ah, (name)! Ho capito.
Com'è stato il viaggio?**

Cand: *Responds to unpredictable.*

Exam: Va bene. Dove sei esattamente?

Cand: Task 3.

Exam: Benissimo. Vengo subito con la macchina.

Cand: Task 4.

**Exam: Aspettami all'uscita principale tra venti minuti.
Dimmi, come sei vestito/a?**

Cand: *Responds to unpredictable.*

Exam: A presto allora.

C4

You are on holiday in Italy. You want to hire a boat to take a trip on the lake. You go and enquire in this shop.

Your teacher will play the part of the employee and will start the conversation.

Avventure acqua

Lago Maggiore



Noleggjo barche e pedalò

1. Richiesta.
2. Prezzo?
3. !
4. Cose da vedere sul lago?
5. !

C4

Introduction to be read by the Examiner.

Sei in un negozio di sport acquatici in Italia. Parli con l'impiegato/a. Io sono l'impiegato/a.

Exam: Buongiorno. Desidera?

Cand: Task 1.

Exam: Certo, signore/signora/signorina.

Cand: Task 2.

Exam: Sono cinque euro per una mezz'ora, e sette euro per un'ora. Cosa preferisce?

Cand: *Responds to unpredictable.*

Exam: Va bene, signore/signora/signorina.

Cand: Task 4.

Exam: Ci sono le isole, con un castello! Perché ha deciso di venire qui in vacanza?

Cand: *Responds to unpredictable.*

Exam: Allora, vediamo un po' per questa gita...

C5

You go to a tourist office in Italy to book a hotel in the city centre for you and your family.

Your teacher will play the part of the tourist office employee and will start the conversation.

📍 PALERMO

- Informazioni turistiche
- Alberghi – ****

- Trasporti 🚗
- Escursioni

1. **Richiesta.**
2. **Persone, notti.**
3. **!**
4. **Attività?**
5. **!**

C5

Introduction to be read by the Examiner.

Sei in un ufficio turistico in Italia. Parli con l'impiegato/a. Io sono l'impiegato/a.

Exam: Buongiorno signore/signora/signorina. Mi dica.

Cand: Task 1.

Exam: Sì, certo. Per quante persone e per quante notti?

Cand: Task 2.

Exam: Ho capito. Ma ci sono molti alberghi qui. Che tipo di albergo vuole esattamente?

Cand: *Responds to unpredictable.*

Exam: Va bene. E oltre all'albergo ha bisogno di altre informazioni?

Cand: Task 4.

Exam: Ci sono diverse escursioni che possiamo prenotare. Che cosa avete già visitato nella regione?

Cand: *Responds to unpredictable.*

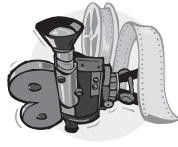
Exam: Benissimo.

C6

You are taking a stroll in Verona, when you come across a TV crew interviewing passers by. When asked, you agree to take part.

Your teacher will play the part of the presenter and will start the conversation.

TV Verona



Interviste dell'estate

Ogni giorno: luglio – agosto

1. Perché a Verona.
2. !
3. Cose visitate a Verona.
4. Orario del programma TV?
5. !

C6

Introduction to be read by the Examiner.

Sei a Verona in Italia. Parli con un/una giornalista della TV. Io sono il/la giornalista.

Exam: Scusi signore/signora/signorina. Perché è qui a Verona?

Cand: Task 1.

Exam: Interessante! Da dove viene?

Cand: *Responds to unpredictable.*

Exam: Che cosa ha già fatto di bello a Verona?

Cand: Task 3.

Exam: Molto bene! E fra poco sarò alla TV regionale!

Cand: Task 4.

**Exam: Sarà oggi alle cinque e mezzo.
Che cosa pensa dell'Italia?**

Cand: *Responds to unpredictable.*

Exam: Grazie signore/signora/signorina.

1237 Italian GCSE
Paper 2: Oral
Suggested Conversation Questions

N33753A

A selection of topic-based questions for the conversation element of the speaking test is included.

The questions are not in sequence; nor are they mandatory, and they may be rephrased or substituted by others within the same topic area. Teacher-Examiners may also use their own questions or variations on the questions provided.

Closed questions may be used to introduce a new line of questioning but the candidates should be encouraged to expand on their answers.

Questions using a range of tenses and questions eliciting personal opinions should be included in the Foundation Tier conversation to ensure that candidates are given the opportunity to fulfil the grade descriptions for all the available grades at Foundation Tier.

Communication and Content		Application of language		Accuracy	
9-10	Responds very well indeed to a wide range of question-types. Extremely responsive, expands and develops relevant interchange on own initiative. Clearly expresses wide range of opinions and attitudes. Frequently justifies opinions.	9-10	Deploys a very wide range of structures and lexis as appropriate to questions. Use of some more complex lexical items. Very competent use of present, past and future modes.	9-10	Very accurate indeed although isolated, usually insignificant, errors may occur. Pronunciation and intonation of a consistently good standard.
7-8	Responds well to a wide range of question types although occasional prompting required. Takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty.	7-8	Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis. Unambiguous use of tenses other than the present.	7-8	Generally accurate in straightforward language but errors made (possibly basic) in more complex language. Pronunciation and intonation generally good.
5-6	Responds well to familiar, straightforward questions but experiences problems with more complex question forms. Conveys simple opinions. Deals with open questions but rarely expands. Dependent on Teacher-Examiner's structured language.	5-6	Offers some examples of subordination. Uses tenses without ambiguity. Mostly predictable lexical items deployed.	5-6	Generally accurate in simple, basic language despite a fair number of significant errors. Less accurate in more unfamiliar language situations. Some inconsistency. Pronunciation generally accurate.
3-4	Responses restricted to very straightforward questions. Answers invariably limited, short and very hesitant. Very dependent on Teacher-Examiner's language and prompts. Opinions limited to basic likes and dislikes.	3-4	Short main clause structures predominantly used. Little or no awareness of tense concept other than the present. Inappropriate lexical items may impede communication at times. Deploys a very limited/repetitive range of structure and lexis.	3-4	Communicates main points despite high incidence of errors. Some 'pre-learned' stereotypes correct but frequent and basic inaccuracy in manipulated language. Pronunciation inconsistent.
1-2	Produces minimal responses (mainly one word replies or very short phrases). Limited comprehension of basic questions and limited response. Totally reliant on Teacher-Examiner's structured questions.	1-2	Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language.	1-2	Consistently inaccurate language. Pronunciation impedes basic communication most of the time. Offers only isolated examples of accurate language. Pronunciation very poor.
0	No rewardable communication/content.	0	No rewardable language.	0	No rewardable language.

AT HOME AND ABROAD

- Dove ti piace passare le vacanze?
Cosa fai normalmente in vacanza?
Dove sei andato/a l'anno scorso in vacanza?
Come hai viaggiato?
Cosa hai fatto?
Dove hai dormito?
Che tempo faceva?
Cosa hai comprato come regali? Per chi?
Dove vai in vacanza quest'anno?
- Che tempo fa oggi?
Che tempo fa normalmente qui in inverno / in primavera?
Descrivimi la città / la regione dove abiti.
Cosa c'è da fare per i giovani / per i turisti nella tua regione?
Se vuoi fare la spesa, dove vai?
Cosa c'è da fare / visitare / vedere per un turista nella tua città / regione?
Cosa si fa a casa tua a Natale / a Pasqua ecc?

ADDITIONAL HIGHER

- Cosa pensi della tua città / regione?
Quali sono i vantaggi / gli svantaggi della vita in città / in campagna?
Se potessi scegliere, dove ti piacerebbe abitare e perché?
Se avessi molti soldi, dove andresti in vacanza? Perché?
Sei mai andato/a all'estero? Dove? Ti sei divertito/a?
Sei mai andato/a in Italia?
Cosa hai visto?
Hai mai fatto campeggio?
Cosa ne pensi?

EDUCATION, TRAINING AND EMPLOYMENT

Descrivimi la tua scuola.

A che ora arrivi a scuola / esci da scuola?

A che ora è l'intervallo?

Quante materie studi?

Porti la divisa? Descrivila.

Qual è la tua materia preferita? Perché?

Descrivimi una giornata tipica a scuola.

Descrivimi uno dei tuoi professori.

Descrivimi una giornata a scuola che ti è piaciuta.

Cosa vuoi fare dopo la scuola? Vuoi continuare a studiare? Dove?

Hai un lavoretto la sera o il weekend? Che cosa fai? Dove?

Quanti soldi guadagni?

Cosa fai con i soldi che prendi?

Che lavoro ti piacerebbe fare?

Cosa farai l'anno prossimo / a settembre?

Che cosa hai fatto come esperienza di lavoro?

Quanto tempo è durata?

ADDITIONAL HIGHER

I compiti sono importanti? Perché?

Cosa pensi della tua scuola? Cosa ti piacerebbe cambiare?

Parlami di un professore che ti piace. Perché ti piace?

Vuoi studiare all'università? Quale? Perché l'hai scelta?

Cosa bisogna fare per trovare un lavoro?

Qual è il tuo lavoro ideale? Perché?

Descrivimi una giornata tipica durante la tua esperienza di lavoro.

Che cosa hai pensato di quest'esperienza?

HOUSE, HOME AND DAILY ROUTINE

- Abiti in una casa o in un appartamento?
Descrivimi la tua casa / il tuo appartamento.
Com'è la tua camera da letto?
Cosa fai per aiutare in casa?
Quante persone ci sono nella tua famiglia?
Descrivimi tuo padre / tua madre / tuo fratello / tua sorella.
Hai un migliore amico / una migliore amica? Descrivimelo/la.
Cosa hai fatto recentemente per aiutare in casa?
Cosa farai questo weekend in famiglia?
Chi prepara da mangiare a casa tua? Tu aiuti a preparare da mangiare?
Hai mangiato in un ristorante / caffè recentemente? Descrivimi la visita.
- A che ora ti alzi la mattina?
Cosa prendi per la prima colazione?
Cosa preferisci mangiare / bere?
C'è qualcosa che non ti piace mangiare?
Cosa hai fatto questa mattina / ieri?
Cosa farai stasera?
Cosa fai normalmente durante la sera / il weekend a casa?

ADDITIONAL HIGHER

- Come sarebbe la tua famiglia ideale?
Vai d'accordo con la tua famiglia?
Quali sono le qualità / i difetti del tuo migliore amico / della tua migliore amica?
È una buona idea andare in vacanza con gli amici? Perché?
Parlami della tua routine giornaliera. Ti piacerebbe cambiarla? Perché?
Se vincessi alla lotteria, come sarebbe la tua routine giornaliera?

MEDIA, ENTERTAINMENT AND YOUTH CULTURE

- Pratichi uno sport? Quando?
- Che vestiti porti al weekend?
- Guardi spesso la TV? Ascolti spesso la radio?
- Qual è il tuo programma preferito? Quando lo guardi? A che ora?
- Quali vestiti hai comprato recentemente?
- Che tipo di musica ti piace?
- Qual è il tuo gruppo preferito? Chi è il tuo / la tua cantante preferito/a? Ti piace leggerlo?
- Cosa hai letto recentemente? È stato divertente?
- Dove andrai sabato sera?
- Con chi andrai?
- Quanto ti costerà?

ADDITIONAL HIGHER

- Descrivimi una persona che ammiri. Perché lo/la ammiri?
- Pensi che la moda sia importante per i giovani? Perché (no)?
- Risparmi molti soldi? Perché?
- I giovani di oggi guardano troppa televisione. Sei d'accordo?
- Perché pensi che le notizie / il telegiornale siano importanti?

SOCIAL ACTIVITIES, FITNESS AND HEALTH

- Quando è il tuo compleanno?
Che passatempi ti piacciono?
Perché ti piacciono?
Che cosa fai di solito la sera?
Dove sei andato/a sabato scorso?
Con chi?
Che cosa hai fatto?
Com'è andato?
A che ora sei tornato/a a casa?
Dove ti piace fare la spesa?
Qual è il tuo negozio preferito? Perché? Che cosa si può comprare lì?
Prendi la paghetta? Quanti soldi prendi?
Che cosa hai comprato recentemente?
Vai a fare spese questo weekend? Dove? Con chi?
Come hai festeggiato il tuo compleanno l'anno scorso?
Che cosa farai per festeggiare la fine degli esami?

ADDITIONAL HIGHER

- Descrivimi il tuo weekend ideale. Che cosa faresti?
Che cosa si dovrebbe fare per mantenersi in forma?
Ti interessano le questioni di salute?
Se ti ammali, che cosa bisogna fare?
Che cosa pensi del fumo?
Perché si diventa vegetariani?