# A Level Italian – Scheme of Work

The following scheme of work shows how the content could be taught over the times specified in the course planner. This scheme of work shows one of a number of possible approaches and is not prescriptive; it should be adapted by schools to fit their timetabling and staffing arrangements.

### Introduction to the Edexcel A Level scheme of work

This Edexcel scheme of work provides an overview of the content of the new 2017 A level in Italian (9IN0).

This scheme of work is designed to provide teachers with an editable outline of the topic areas, key skills and grammar required by students entering these examinations. It is based on an allocation of 5 hours per week or 9 to 10 hours across timetables using a two-week cycle, with teaching divided between two teachers. The scheme of work is based on the assumption that the A level will comprise of 37 teaching weeks plus 2 weeks internal school assessment in year 1 and 32 teaching weeks in year 2.

This scheme of work shows one of a number of possible approaches and teachers should feel free to adapt it to suit their particular needs.

There is a new focus in the examinations on the social and cultural context of the target language countries through Assessment Objective 4 (see specification for further detail), with which students will need to engage and which will be assessed in both the speaking and written examinations.

#### Themes

The scheme of work has been divided by topic. At A level each teacher takes responsibility for one of the themes with one teacher being responsible for the literature or film and the second teacher responsible for the overview of the independent research project. The latter has been introduced at the end of Year 12 in this scheme of work, to enable students to commence their research during the summer break and then the project is revisited by the responsible teacher prior to the final preparation for the speaking examination.

The themes and sub-themes are:

**Theme 1: *I cambiamenti della società italiana***

Theme 1 is set in the context of Italy only. This theme covers social issues and trends.

***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*

**Theme 2: *La cultura politica e artistica nei Paesi di lingua italiana***

Theme 2 is set in the context of Italian-speaking countries and communities. This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media).

***La musica***

*Cambiamenti e sviluppi; impatto sulla cultura popolare*

***I Media***

*La libertà di espressione; la stampa cartacea e online; l’impatto sulla società e la politica*

***Il patrimonio culturale***

*Feste, usi e costumi*

**Theme 3: *L’Italia: una società in evoluzione***

Theme 3 is set in the context of Italy only. This theme covers social issues and trends.

***L’impatto positivo dell’immigrazione in Italia***

*Il contributo di immigrati e migranti all’economia e alla cultura*

***I problemi della migrazione in Italia***

*Marginalizzazione e alienazione; integrazione; impatto dell’emigrazione*

***Il divario Nord/Sud***

*Spostamenti tra Nord e Sud; il ruolo delle industrie italiane; le differenze socio-culturali; la criminalità*

**Theme 4: *Dal Fascismo ai giorni nostri***

Theme 4 is set in the context of Italy only. This theme covers political culture.

***L’ascesa di Mussolini al potere***

*La nascita del Partito Fascista*

***Il Fascismo durante la Seconda Guerra Mondiale***

*Il governo di Mussolini e la dittatura; la vita sotto Mussolini durante la Seconda Guerra Mondiale*

***Dalla dittatura alla democrazia***

*La caduta di Mussolini; la Liberazione; le 6 nazioni*

#### Grammar

The A level specification builds on the work completed at GCSE but requires students to develop a greater working knowledge of the grammatical structure of the language. Many of the grammatical points required will have already been met during Key Stage 3 and Key Stage 4 teaching but will need to be revisited and reinforced during the course. The grammar requirements are outlined in the grammar list in the specification.

Teachers co-teaching AS and A level groups together may wish to cover all the AS grammar in the first year but engage in more thorough practice, particularly of the new more advanced grammatical structures not covered at GCSE, in year 2. Teachers may also wish to use the literature and film element of the course to illustrate certain grammatical points (see the free support guides on approaches to teaching film and literature).

#### A level skills – themes

Students are required to develop the following skills:

* Responding to spoken text in writing, showing understanding of the main points, gist and detail
* Responding to written text in writing and speaking, showing understanding of the main points, gist and detail
* Summarising a written text in speaking (Theme 1)
* Summarising a spoken text in writing
* Translating into and from Italian
* Demonstrating knowledge and understanding of the social and cultural context of the target language through discussion of a theme
* Expressing viewpoints and justifying opinions
* Developing an argument and reaching a logical conclusion

In addition, students need to be able to analyse aspects of culture and present their independent research project in the speaking examination.

#### A level skills – literature/film

In the study of the literary text/film students also need to develop the following skills:

* Critically analysing the work
* Evaluating the form and techniques used in the work
* Presenting and justifying viewpoints
* Developing logical arguments to persuade
* Relating the work to key concepts, issues and the social context
* Writing a critical response

Teachers will need to consider these key skills in the light of the work studied.

This scheme of work proposes that teacher 2 commences the study of the second work at the end of Year 12 which will allow students to undertake some independent work during the summer break.

#### Independent research project

This scheme of work suggests that teacher 1 introduces the research project to students prior to the summer break. This will enable students to review material available around their areas of interest during the summer break. The project is then revisited during weeks 7 and 15 in Year 13 to enable the teacher to review the work in progress. Further time is allocated to the project in the revision period at the end of Year 13. Details about permissible teacher input are in the specification.

#### Italian A Level scheme of work

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| YEAR 1 |
| Week | Teacher 1 – Topic Area | Teacher 1 – Grammar/Skills | Teacher 2 – Topic Area | Teacher 2 – Grammar/Skills |
| 1 | Introduction to the course and assessment of students’ knowledge through bridging material |
| 2–9 | **Theme 1: *I cambiamenti della società italiana*** |  | **Theme 2: *La cultura politica e artistica nei Paesi di lingua italiana*** (Theme 2 is set in the context of Italian-speaking countries and/or communities.) |  |
|  | *L’evoluzione della famiglia italiana** *Cambiamenti nell’atteggiamento verso il matrimonio*
 | **Grammar:**Nouns, genders and pluralsModes of address – *tu/Lei*Quantifiers/intensifiersPresent tense of regular, irregular and modal verbs Agreement of verb and subjectUse of *c’è*/*ci sono*Subject pronouns (including impersonal *si*)Using the present tense Impersonal verbsUsing *fa* and *da*Reflexive verbs**Skills focus:**Summarising a written text in speaking | *La musica** *Cambiamenti e sviluppi*
 | **Grammar:** Adjectives, agreements and positionUse of adjectives of nounsApocopationDefinite, indefinite and partitive articlesDefinite article + prepositionsFormation of adverbs in *-mente*Interrogative adverbsPerfect tense with *essere* and *avere***Skills focus:** Listening and respondingReading and responding |
|  | * *Cambiamenti nell’atteggiamento verso la coppia*
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|  | * *Cambiamenti nell’atteggiamento verso la famiglia*
* *I mammoni*
 | **Grammar:** Numbers, fractions and expressions of time Ordinal and cardinal numbersDisjunctive/emphatic pronouns as subject and object**Skills focus:**Summarising a spoken text in writing | *La musica** *Impatto sulla cultura popolare*
 | **Grammar:** Future and conditional tensesFuture perfect and conditional perfect tenses**Skills focus:**Translating into Italian |
| 10–15  | **Literary text/film** |  | **Theme 2: *La cultura politica e artistica nei Paesi di lingua italiana*** |  |
|  | **Work 1** | **Grammar:**Imperfect and pluperfect tensesDepending on the work chosen, the passato remoto (R) may be presented here.**Skills focus:**Critically analysing the work | *I Media** *Libert*à *di espressione*
 | **Grammar:**NegationInterrogative forms of verbsCoordinating and subordinating conjunctions**Skills focus:**Expressing a point of view |
|  | **Grammar:** Using prepositionsConstructions with verbs:Verbs followed by a prepositionVerbs followed directly by an infinitiveModal verbs**Skills focus:**Evaluating the form and techniques used in the work | * *La stampa cartacea e online*
 | Grammar: Direct and indirect object pronouns (position and order)Agreement of the past participle in compound tensesUsing *ci* and *ne***Skills focus:**Justifying a point of view |
|  |  | **Grammar:** Present subjunctive with: verbs of possibility, necessity and obligationverbs of emotionopinionsconjunctions**Skills focus:** Presenting and justifying viewpoints  | * *L’impatto sulla società e la politica*
 | **Grammar:**Present subjunctive with: verbs of possibility, necessity and obligationverbs of emotionopinionsconjunctionsPerfect subjunctive**Skills focus:**Developing an argument |
| 16–21 | **Literary text/film** |  | **Theme 1: *I cambiamenti della società italiana*** |  |
|  | **Work 1** | **Grammar:** Relative pronouns and subordinationIndirect speechDiscourse markersFillers, e.g. *allora*, *dunque***Skills focus:** Evaluating the form and techniques used in the work | *L’istruzione** *Il sistema scolastico*
 | **Grammar:** Present subjunctivePerfect subjunctiveImperfect subjunctive (including hypothetical clauses after *se*)Questions and commands**Skills focus:**Reaching a logical conclusion |
|  | **Grammar:** Using the infinitive, present participle and past participlePerfect infinitiveGerundContinuous tenses with *stare***Skills focus:** Relating the work to key concepts, issues and the social context | * *I problemi degli studenti*
 | **Grammar:** Comparative and superlative forms of adjectivesComparative and superlative forms of adverbsComparative constructions**Skills focus:**Demonstrating knowledge and understanding about the culture and society where the language is spoken through discussion of a themeDeveloping logical arguments to persuade |
|  | **Grammar:** Passive voice – present Passive voice – other tenses (R)**Skills focus:**Writing a critical response |
| 22–28 | **Theme 2: *La cultura politica e artistica nei Paesi di lingua italiana*** |  | **Theme 1: *I cambiamenti della società italiana*** |  |
|  | *Il patrimonio culturale** *Feste, usi e costumi*
 | **Grammar:** Word orderDependent infinitives (R)Using mixed tenses**Skills focus:** Examination skills for Paper 1 – listening and readingExamination skills for Paper 2 – essay writing | *Il mondo del lavoro** *La parità tra i sessi*
* *La disoccupazione*
 | **Grammar:** Demonstrative, possessive and indefinite pronounsPluperfect subjunctive (R)**Skills focus:**Examination skills for Paper 1/2 – translation |
|  | * *Le imprese familiari*
* *I nuovi modelli di lavoro*
 | **Grammar:** Revision**Skills focus:** Examination skills for Paper 3 – speaking |
| 29–32 | **Revision and examination preparation** |  | **Revision and examination preparation** |  |
| 33–35 | **Internal examinations** |
| 36–39 | **Research project –introduction** |  | **Literary text/film** |  |
|  |  | **Skills focus:**Conducting, organising and using researchPlanning, project management and time managementCollecting data and evidence | **Work 2** | **Skills focus:**Studying independently |

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| YEAR 2 |
| Week | Teacher 1 – Topic Area | Teacher 1 – Grammar/Skills | Teacher 2 – Topic Area | Teacher 2 – Grammar/Skills |
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| 1–6 | **Theme 3: *L’Italia: una società in evoluzione***(Theme 3 is set in the context of Italy only) |  | **Literary text/film** |  |
|  | *L’impatto positivo dell’immigrazione in Italia** *Il contributo di immigrati e migranti all’economia e alla cultura*
 | **Grammar:** Revision of all tenses Using mixed tense sentences and *se* clause*s*Common prefixes and suffixes before and after nouns, adjectives and verbs**Skills focus:**Reading and responding | **Work 2** | **Skills focus:**Critically analysing the form and techniques used in the workCritically analysing themes and the cultural and social contextWriting a critical responseManipulating language accurately |
| 7 | **Research project – Review 1** | Review of progressFocusing the question/statementRequirements of the RP3 form Critical analysis as a skill |  |  |
| 8–15 | **Theme 3:*****L’Italia: una società in evoluzione***  |  | **Theme 4: *Dal Fascismo ai giorni nostri***(Theme 4 is set in the context of Italy only.) |  |
| **Literary text/film – Work 2** |
|  | *I problemi della migrazione in Italia** *Marginalizzazione e alienazione*
* *Integrazione*
 | **Grammar:** Revision of the subjunctive – present, perfect and imperfect tenses Pluperfect subjunctive**Skills focus:** Listening and responding | *L’ascesa di Mussolini al potere** *La nascita del Partito Fascista*
 | **Grammar:** Revision of modal verbs in all tenses Subordination – simple and complexNegation – use of *non* with negative subjects**Skills focus:** Summarising spoken text in writingTranslating into English |
|  | *Impatto dell’emigrazione* | **Grammar:**Passive voice in all tenses |  |  |
| 15 | **Research project – Review 2** | Review of progressRefining the question/statementCompletion of the RP3 form Presentation skills | **Work 2** | **Grammar:** Word order: Inversion after speech Inversion after adverbs**Skills focus:**Expressing viewpoints and justifying opinions |
| 16–21 | **Theme 3: *L’Italia: una società in evoluzione***  |  | **Theme 4: *Dal Fascismo ai giorni nostri*** |  |
|  | *Il divario Nord/Sud** *Spostamenti tra Nord e Sud*
* *Il ruolo delle industrie italiane*
 | **Grammar:** Revision of indirect and direct pronouns:PositionVerbs with two pronouns **Skills focus:** Analysing the cultural context in speaking | *Il Fascismo durante la Seconda Guerra Mondiale** *Il governo di Mussolini e la dittatura*
* *La vita sotto Mussolini durante la Seconda Guerra Mondiale*
 | **Grammar:** Using *fa* and *da* (and other time conjunctions) with different tenses |
|  | *Le differenze socio-culturali* | **Grammar:**Impersonal *si* with singular and plural objects |
|  | *La criminalità* | **Grammar:** Revision of compound tenses with direct and indirect objects and agreement of the past participle (plus negation) | **Work 2** | **Grammar:** Revision of indefinite, demonstrative and possessive pronouns**Skills focus:**Developing a persuasive argument |
| 22–28 | **Revision and review**  |  | **Theme 4: *Dal Fascismo ai giorni nostri*** |  |
|  | **Revision and review of research project** | Review of IRPCompletion of the RP3 form | *Dalla dittatura alla democrazia** *La caduta di Mussolini*
* *La Liberazione*
 | **Grammar:**Verbal structures**Skills focus:**Using arguments to reach a logical conclusion |
|  | **Revision of Y12 literary text/film** | **Skills focus:**Critically analysing issues and themesCritically analysing the social and cultural context | * *Le 6 nazioni*
 | **Grammar:** Revision |

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|  | **Revision of Y12 topics** | **Skills focus:**Listening and reading Analysing themes in speech and relating them to the social and cultural context | **Work 2** | **Grammar:** Revision |
| 29–32 | **Revision and exam preparation** |  | **Revision and exam preparation** |  |