GCSE Italian (9-1): Course Planner

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Introduction

This course planner provides one possible two-year course model for teaching GCSE Italian (9-1). This model is a suggestion only and there are a number of valid ways of structuring courses. The model should be adapted by centres to work for their individual timetables and is not prescriptive. This course planner is provided in editable Word format to make adaptation as easy as possible.

The example model below is based on the following principles:

* Three 12-week terms per academic year.
* A focussed revision period at the end of the course – the summer term of the final year of study would be used for revision and final examination preparation for linear assessment and 100% final examinations.
* The number of hours allocated to GCSE Italian each week will depend on the individual centre’s timetable, but here an average of two hours each week has been assumed as this fits with research carried out with schools, and fits 120 guided learning hours.

The time allocated to each of the elements of the specification reflects the weighting of that element, as shown in the table below – all skills have an equal weighting and are worth 25% each in the final assessment, so equal amounts of time should be spent on each skill when covering the five themes in the Edexcel specification. The five themes are: Identity and culture; Local area, holiday and travel; School; Future aspirations, study and work; International and global dimension. **All themes and topics must be studied in the context of both the students’ home country and that of countries and communities where Italian is spoken.** There will be equal weighting between the themes in the assessment.

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| --- | --- | --- |
| Skill | Weighting | Assessment objectives |
| Listening | 25% | AO1 |
| Speaking | 25% | AO2 |
| Reading | 25% | AO3 |
| Writing | 25% | AO4 |

Two-year Course Planner

|  |  |
| --- | --- |
| Term 1 | Identity and culture |
| Term 2 | Local area, holiday and travel |
| Term 3 | School |
| Term 4 | Future aspirations, study and work; International and global dimension |
| Term 5 | International and global dimension; Revision |
| Term 6 | Revision |

Centres should note that a greater amount of time may be spent in class on the themes of Identity and Culture, Local area, holiday and travel and School as these incorporate many areas that students will want to talk about and also give good opportunities to teach much of the required grammar and vocabulary, as well as providing a good transition from KS3, but that there will be equal weighting between the themes in the assessment.

Centres should adapt these models to work for their individual timetables.

Example Scheme of Work

The following scheme of work shows how the content could be taught over the times specified in the course planner above. This scheme of work shows one of a number of possible orders of topics and approaches to grammar coverage. It is also available as a separate document and more detailed schemes of work will be made available in due course, which may include some changes to teaching order.

This is intended as an example approach only and is not prescriptive: it should be adapted by schools to fit their timetabling and staffing arrangements.

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| --- | --- | --- | --- | --- |
|  | Term | Theme | Sub-theme(s) | Grammar |
| 1 | Year 10 – Autumn (1) | Identity and culture | Who am I?Daily life | – gender– definite article– adjectival agreement and position; adjectives of colour; the adjective *bello*, including before a noun– use of quantifiers/intensifiers– abstract nouns– possessive adjectives– present tense (including *fare, andare, avere* and *essere*)– imperfect tense (including *essere* and *volere*)– asking questions– using conjunctions– partitive article: saying ‘some’ (*del, della, dell’, dello, dei, degli, delle*)– irregular verb *bere* and the verb *prendere*– common quantities– demonstrative adjectives: *questo/questa/questi/queste; quello/quella/quelli/quelle*– direct and indirect object pronouns, including position and order |
| Year 10 – Autumn (2) | Identity and culture | Daily lifeCultural life | – perfect tense with *avere* and *essere* and agreement of the past participle and common verbs with irregular past participles– present tense of the irregular verb *fare*– using conjunctions– opinions and present subjunctive– when to use *giocare* or *suonare*– impersonal verb *piacere* and *adorare, preferire* and *detestare* +noun / + the infinitive of another verb– *da* + the present tense– negatives– comparative (and *di* and *che* after comparatives)– asking and answering questions |
|  | Term | Theme | Sub-theme(s) | Grammar |
| 2 | Year 10 – Spring (1) | Local area, holiday and travel | Town, region and countryHolidaysTravel and tourist transactions | – *si può* + infinitive– prepositions with towns and countries; contracted forms with definite article; saying ‘in’ or ‘to’; with means of transport– indefinite and definite article– imperative– using question words (interrogatives)– comparatives and superlatives– discussing the weather– negatives– present tense (including reflexive verbs)– imperfect tense – using conjunctions and quantifiers– expressing opinions– conditional tense– numbers, times and dates |
| Year 10 – Spring (2) | Local area, holiday and travel | Travel and tourist transactionsHolidays | – comparative– pronoun *ci/vi*, [H] *ne*– expressions with *avere*– conditional tense– imperfect tense; *da* + imperfect tense– revision of perfect tense (including recognising reflexive verbs)– [H] perfect infinitive after *dopo*– opinions– conjunctions– using adverbs and time phrases– future tense; using future expressions– [H] past subjunctive (r)– past, present and future timeframes |
|  | Term | Theme | Sub-theme(s) | Grammar |
| 3 | Year 10 – Summer (1) | School | What school is like | – definite article and *piacere* with school subjects (*mi piace l’italiano / mi piacciono le scienze*)– 12-hour clock– giving opinions and justifications– using quantifiers– using *c’è* and *ci sono*– emphatic pronouns– present tense– adjectives and agreement– conditional tense– using reflexive verbs in the present and perfect tense– using conjunctions– using the preposition *a* with time |
| Year 10 – Summer (2) | School | What school is likeSchool activities | – using *bisogna* and *è vietato*– giving opinions– using adverbs– using *si deve*– using conjunctions– using quantifiers– impersonal *si* and plural adjective after *si*– third person of the present tense– modal verbs *dovere* and *potere*– the imperfect tense– using the imperfect and present tenses together– past, present and future timeframes– pronoun *ci/vi*  |
|  | Term | Theme | Sub-theme(s) | Grammar |
| 4 | Year 11 – Autumn (1) | Future aspirations, study and work | WorkAmbitionsUsing languages beyond the classroom | – jobs – nouns– omission of the indefinite article– combining the present and perfect tenses and the conditional – indirect object pronouns– conditional tense – adjectives and agreement– using conjunctions– the future tense and future expressions– adverbs |
| Year 11 – Autumn (2) | International and global dimension | Bringing the world togetherEnvironmental issues | – emphatic pronouns– pluperfect tense– dealing with numbers and percentages– passive voice – *quello che* – using the present tense– *si può* and *si deve*– verbs with prepositions before an infinitive– impersonal verbs and constructions |
|  | Term | Theme | Sub-theme(s) | Grammar |
| 5 | Year 11 – Spring (1) | International and global dimension | Bringing the world together | – past, present and future time frames– revision of perfect, imperfect and conditional tenses– [H] impersonal constructions– [H] conditional perfect (r)– [H] future perfect (r)– giving opinions and justifications |
| Year 11 – Spring (2) | Revision |
| 6 | Year 11 Summer | Revision |