

# Italian



# Welcome to **A Level Italian** at **St John Bosco**

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This Transition work is designed to help you to bridge the gap between your GCSE studies and A Level.

## **Why do Transition work?**

Preparation is crucial for studying A levels. A levels require you to be an independent learner. Although you have fewer subjects, A levels require different study skills and the volume of work is greater due to the increased demand of depth and detail. The exercises in this booklet will ensure that you are ready for the exciting challenges of becoming an A level student in September. It may be necessary to complete some of the tasks on separate sheets of paper. You have the choice of either typing or handwriting your responses. Each subject will be slightly different, but they will all require you to use the skills you will need for A level: independent enquiry; evidence of reading around the subject and enthusiasm and interest.

## **Is Transition work assessed?**

Yes. In September, your subject teacher will ask you for your Transition work and it will be assessed. Teachers will be able to diagnose your strengths and weaknesses and begin to support and challenge you in a more targeted way.

**You must bring all the work with you to your first Year 12 Spanish lesson in September.**

# Your A Level Italian course is a two-year course.

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The A Level Italian examination will be at the end of your second year of study, as follows:

## CONTENT AND ASSESSMENT OVERVIEW

The Pearson Edexcel Level 3 Advanced GCE in Italian consists of two externally-examined papers assessing listening, reading and writing and a non-examined speaking assessment. The speaking assessment is externally set and conducted by a teacher-examiner. All assessments are marked by Pearson.

Students must complete their speaking assessment during a timetabled assessment window in April/May and all other assessments in May/June in any single year.

It is usual for teachers to conduct the speaking assessment with their students during a timetabled assessment window in April/May.

<b>Paper 1: Listening, reading and translation (*Paper code: 9INO/01)</b>
<b>Written examination: 2 hours 40% of the qualification 80 marks</b>
<b>Content overview</b>  This paper draws on vocabulary and structures across all four themes listed on pages 8-9. Themes are based on the society and culture of the language being studied.
<b>Assessment overview</b>  Students are not permitted access to a dictionary during the examination. The examination is made up of: <b>Section A: Listening (30 marks)</b>  A listening assessment based on a recording that features male and female Italian speakers. Students will respond to comprehension questions based on a variety of contexts and sources.  The listening audio files for the sample assessment materials are available on the Pearson Edexcel website.  <b>Section B: Reading (30 marks)</b>  A reading assessment based on a variety of text types and genres where students must respond to comprehension questions.  <b>Section C: Translation into English (20 marks)</b>  An unseen passage to be translated from Italian to English.

**Paper 2: Written response to works and translation (\*Paper code: 9IN0/02)**

**Written examination: 2 hours and 40 minutes 30% of the qualification  
120 marks**

**Content overview**

This paper requires students to translate a previously unseen passage from English into Italian.

This paper draws on the study of two discrete Italian works: either two literary texts or one literary text and one film. The works must be taken from the list provided in *Appendix 2: Prescribed literary texts and films*. The literary texts listed include novels, a play and short stories. The six films are all feature length.

**Assessment overview**

This paper includes a translation exercise and two essays on either two literary texts **or** one

literary text and one film (students must **not** answer questions on two films). Students are not permitted access to a dictionary or any documentation relating to the

works during the examination.

**Section A: Translation (20 marks)**

Students translate an unseen passage from English into Italian.

**Section B: Written response to works (literary texts) (50 marks)**

Students must write an extended response on either one **or** two of the literary texts listed

in *Appendix 2: Prescribed literary texts and films*.

Students select **one** question from a choice of two for each of their chosen literary text(s).

If a student answers questions on two literary texts then they **do not** complete Section C.

**Section C: Written response to works (films) (50 marks)**

Students who answer only one question from a literary text in Section B must now write an extended response on **one** of the films listed in *Appendix 2: Prescribed literary texts and films*.

Students select **one** question from a choice of two for their chosen film.

**Paper 3: Speaking (\*Paper code: 9IN0/03)**

Internally conducted and externally assessed

Total assessment time: between 21 and 23 minutes, which includes a single period of 5 minutes' formal preparation time

**30% of the qualification 72 marks**

**Assessment overview**

Students complete two tasks. Task 1 is worth 30 marks and Task 2 is worth 42 marks.

#### **Task 1 (discussion on a theme)**

Students discuss one theme from the specification based on a stimulus containing two different statements.

#### **Task 2, Part 1 (independent research presentation)**

Students present a summary of at least two of the written sources they have used for their research and give a personal response to what they have read.

#### **Task 2, Part 2 (discussion on independent research)**

Students answer questions on their presentation and then have a wider discussion on their research.

## Themes and sub-themes

Papers 1 and 3 will be based on content from the following four themes.

The four 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.

Themes 1, 3, and 4 focus on aspects of society or history of Italy only.

Theme 2 requires students to broaden their knowledge across **any** Italian 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.

### **Tema 3: L'Italia: una società in evoluzione**

Theme 3 is set in the context of Italy only.

- **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.

### **Tema 4: Dal fascismo ai giorni nostri**

Theme 4 is set in the context of Italy only.

- • **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.

## **Activities**

### **1) Reading and writing tasks:**

### Studying a novel:

- Il romanzo che studieremo sarà "Io non ho paura" di Niccolò Ammaniti. Potreste comprare il libro su Amazon, per esempio e leggerlo durante le vacanze estive.

Dopo averlo letto vorrei che rispondeste alle seguenti domande:

**1. A)** Descrivi la personalità del piccolo protagonista Michele Amitrano e scrivi cosa ha determinato, secondo te, la speciale scoperta di Michele nella sua vita di bambino?

(100 parole)


**1. B)** Che tipo d'Italia è rappresentata nel romanzo? Pensi sia una rappresentazione positiva o negativa? Spiega le tue impressioni. (100 parole)











3. **A)** Leggi alcune descrizioni del **Paper 3 - Speaking assessment - Task 1** e poi scegli **due** argomenti tra i seguenti per fare **due** presentazioni orali a settembre

(ogni presentazione non dovrà superare i 5/6 minuti)

- Divorzi e separazioni sono la causa principale della crisi della famiglia tradizionale italiana.
- Sono i bravi insegnanti e non la tecnologia a fare una buona scuola.
- Le esperienze di lavoro durante le ore di lezione sono una perdita di tempo.
- Le persone che lavorano da casa fanno più ore rispetto ai colleghi e sono isolate.
- Quando è difficile trovare lavoro, bisogna prendere quello che si trova.

4. **B)** Leggi la descrizione del paper 3 - **speaking - assessment - task 2** - e poi suggerisci il tuo personale tema di ricerca per fare una presentazione orale a settembre (durata 5 minuti).

Devi menzionare una fonte scritta che hai consultato in italiano per parlare per il tuo tema di ricerca e spiegare perché ti piacerebbe parlarne.

Argomento della ricerca:

Fonte della ricerca:

**4) Listening tasks:**

5 **A)** Scegli un film di produzione e regia italiane e cerca di riassumere in inglese il messaggio che lo stesso vuole trasmettere (50 parole)


4. **B)** Guarda questo video su YOU TUBE e prova a riassumerlo in non più di 50 parole l'argomento principale della conversazione

<https://www.youtube.com/watch?v=1pFhu8QsVyY>
