

**New A Level specification for Italian
Year 1/2 starting Sept. 2017**

Examining Board Pearson (Edexcel) <http://qualifications.pearson.com/en/home.html>

To find material and specification for Italian: <http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/italian-2017.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

OVERVIEW

WHY CHOOSE THE EDEXCEL LEVEL 3 ADVANCED SUBSIDIARY GCE IN ITALIAN?

We believe languages should appeal to all students. Our new Pearson Edexcel AS Level in Italian has been developed to inspire all students who have an appreciation of the language, literature, film and culture of the Italian-speaking world.

Inspiring and engaging themes – our qualification features familiar and popular themes besides interesting aspects of the culture of the target language country and communities.

Popular literary texts and films – we offer a rich choice of literary texts and films that includes contemporary and more classical titles, together with authentic source materials from Italy and the wider Italian-speaking world.

Rewards creativity – our assessments place an emphasis on spontaneity and grammar, as well as providing plenty of opportunities for students to apply their knowledge independently and creatively.

AS and A Level qualifications that are co-teachable Centres co-teaching AS and A Level can deliver Theme 1 and Theme 2 and one literary text or film in the first year, allowing students to be entered for the AS at the end of the year.

CONTENT AND ASSESSMENT OVERVIEW

The Pearson Edexcel Level 3 Advanced Subsidiary 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.

PAPER 1: LISTENING, READING AND TRANSLATION (*PAPER CODE: 8IN0/01)

Written examination: 1 hour and 45 minutes
40% of the qualification 64 marks

Content overview

This paper draws on vocabulary and structures across both themes based on the society and culture of the language being studied.

Assessment overview

Students are not permitted access to a dictionary during the examination.
The examination is made up of:

Section A: Listening 45 minutes (recommended timing) (24 marks)

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.

- there are four questions in this section made up of multiple-choice and open-response questions, including questions testing summary skills. All questions, with the exception of Q4(b), are set in Italian and must be answered in Italian. Q4(b) is set in English and must be answered in English
- students will have individual control of the recording and may stop, revisit and replay sections of the recording as they wish.

SECTION B: READING 45 MINUTES (RECOMMENDED TIMING) (28 MARKS)

A reading assessment based on a variety of text-types and genres where students must respond to comprehension questions.

- students respond to five questions based on the texts provided; questions comprise both multiple-choice and open-response questions; all questions are set in Italian and must be answered in Italian.

SECTION C: TRANSLATION INTO ENGLISH 15 MINUTES (RECOMMENDED) (12 MARKS)

An unseen passage to be translated **from Italian to English**.

PAPER 2: WRITTEN RESPONSE TO WORKS AND TRANSLATION (*PAPER CODE: 8IN0/02)

Written examination: 1 hour and 40 minutes

30% of the qualification 60 marks

Content overview

This paper requires students to translate a previously unseen passage from **English into Italian**. This paper also draws on the study of either one literary text or one film. The work must be taken from the list provided in *Appendix 2: Prescribed literary texts and films*.

Assessment overview

Students are not permitted access to a dictionary or any documentation relating to the works during the examination.

NB: no credit will be given for essays on literary texts that are based on film versions adapted from the literary texts. Evidence given in the essay to justify viewpoints and arguments **must** be based on the original literary text.

SECTION A: TRANSLATION INTO ITALIAN 25 MINUTES (RECOMMENDED TIMING) (20 MARKS)

Students translate an unseen passage from English into Italian.

- The content of the translation will be a passage based on one of the two themes.

SECTION B: WRITTEN RESPONSE TO WORKS (LITERARY TEXTS) 1 HOUR AND 15 MINUTES (RECOMMENDED TIMING) (40 MARKS)

Students select **one** question from a choice of two for their chosen literary text. If a student answers a question in this section then they **do not** complete Section C.

OR

SECTION C: WRITTEN RESPONSE TO WORKS (FILMS) 1 HOUR AND 15 MINUTES (RECOMMENDED TIMING) (40 MARKS)

Students select **one** question from a choice of two for their chosen film. If a student answers a question in this section then they **do not** complete Section B.

PAPER 3: SPEAKING (*PAPER CODE: 8IN0/03)

Internally conducted and externally assessed

Total assessment time: between 27 and 30 minutes, which includes a single period of 15 minutes' formal preparation time for both tasks

30% of the qualification

72 marks

Assessments will be conducted by teacher-examiners in centres in one session within a prescribed five-week assessment period. This will take place between April and May in any single year.

Content overview

Task 1 requires students to read and respond to two short texts based on Theme 1: *I cambiamenti della società italiana* and then hold a discussion.

Task 2 is based on a discussion from Theme 2: *La cultura politica ed artistica nei Paesi di lingua italiana*.

Assessment overview

Students complete two tasks:

TASK 1 (RESPONDING TO WRITTEN LANGUAGE AND DISCUSSION BASED ON THEME 1) 7 TO 9 MINUTES (RECOMMENDED) 42 MARKS

Students are provided with two texts and respond to questions on them, followed by a wider discussion on one sub-theme. The content for Task 1 will be based on one of the sub-themes from Theme 1.

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.

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:
 - o **Question 1** requires the student to summarise the first text
 - o **Question 2** requires the student to answer a comprehension question on the first text
 - o **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.

- Compulsory questions may be repeated, but rephrasing is not allowed.

TASK 2 (DISCUSSION ON THEME 2) 5 TO 6 MINUTES (RECOMMENDED) 30 MARKS

Students will choose to discuss one sub-theme drawn from a choice of two sub-themes out of the possible three from **theme two**.

For Task 2, the invigilator will use the sequencing grid provided by Pearson to inform the student of the two sub-themes they have been allocated. 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.

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.

In **both and throughout the two** 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. Obviously the teacher-examiner's response should be brief and take up the minimum amount of assessment time. Examples:

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

THEMES AND SUB-THEMES

Papers 1 and 3 will be based on **Theme 1** which focuses on aspects of society or history **of Italy only** and **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

- **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

- **La musica**

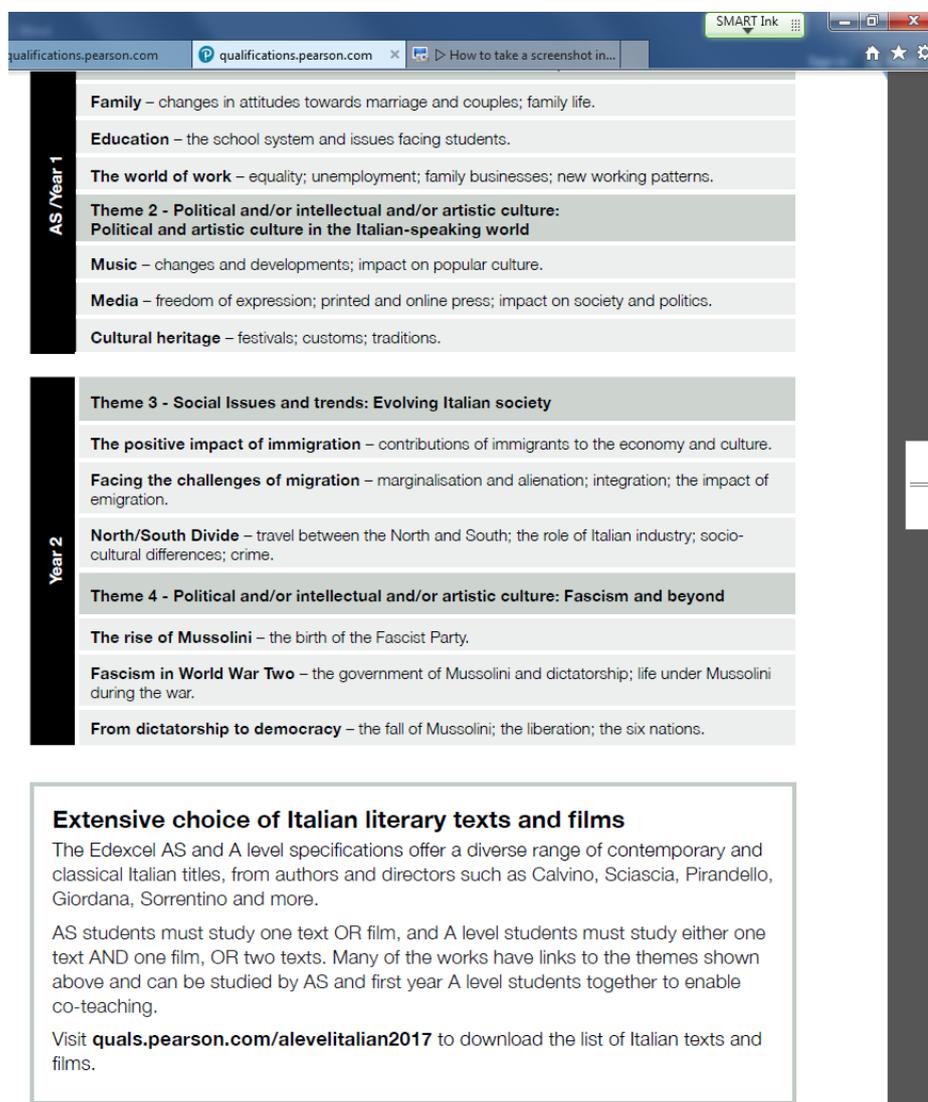
Cambiamenti e sviluppi; impatto sulla cultura popolare.

- **I Media**

Libertà di espressione; la stampa cartacea e online; l'impatto sulla società e la politica.

- **Il patrimonio culturale**

Feste, usi e costumi.



qualifications.pearson.com

qualifications.pearson.com

SMART Ink

How to take a screenshot in...

AS /Year 1

- Family – changes in attitudes towards marriage and couples; family life.
- Education – the school system and issues facing students.
- The world of work – equality; unemployment; family businesses; new working patterns.
- Theme 2 - Political and/or intellectual and/or artistic culture: Political and artistic culture in the Italian-speaking world**
- Music – changes and developments; impact on popular culture.
- Media – freedom of expression; printed and online press; impact on society and politics.
- Cultural heritage – festivals; customs; traditions.

Year 2

- Theme 3 - Social Issues and trends: Evolving Italian society**
- The positive impact of immigration – contributions of immigrants to the economy and culture.
- Facing the challenges of migration – marginalisation and alienation; integration; the impact of emigration.
- North/South Divide – travel between the North and South; the role of Italian industry; socio-cultural differences; crime.
- Theme 4 - Political and/or intellectual and/or artistic culture: Fascism and beyond**
- The rise of Mussolini – the birth of the Fascist Party.
- Fascism in World War Two – the government of Mussolini and dictatorship; life under Mussolini during the war.
- From dictatorship to democracy – the fall of Mussolini; the liberation; the six nations.

Extensive choice of Italian literary texts and films

The Edexcel AS and A level specifications offer a diverse range of contemporary and classical Italian titles, from authors and directors such as Calvino, Sciascia, Pirandello, Giordana, Sorrentino and more.

AS students must study one text OR film, and A level students must study either one text AND one film, OR two texts. Many of the works have links to the themes shown above and can be studied by AS and first year A level students together to enable co-teaching.

Visit quals.pearson.com/alevelitalian2017 to download the list of Italian texts and films.

Appendix 2: Prescribed literary texts and films

For Paper 2, students are required to study one work from the list below. This can be either one literary text **or** one film.

Literary texts

- *Io non ho paura*, Niccolò Ammaniti, 2001 (novel)

Available on pdf online

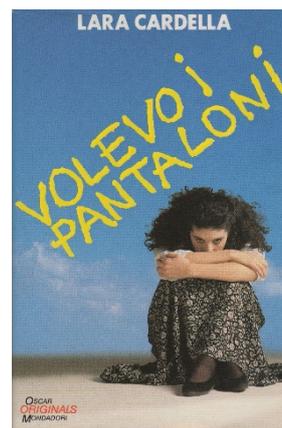
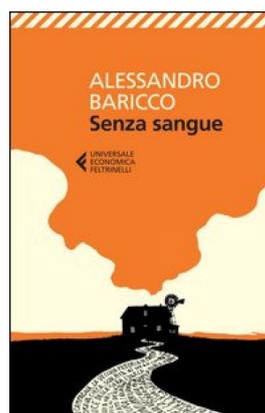
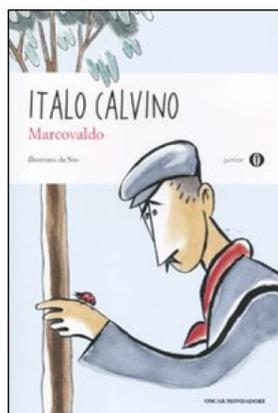
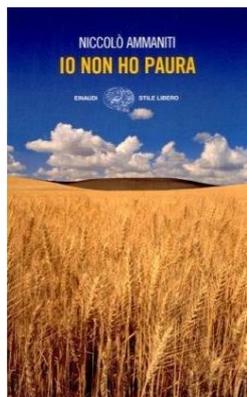
http://www.icbriatico.it/images/pdf/Biblioteca_Digitale/Letteratura_per_Ragazzi/Io_non_ho_paura.pdf

- *Marcivaldo*, Italo Calvino, 1963 (short stories)

Available on pdf online

http://www.icbriatico.it/images/pdf/Biblioteca_Digitale/Letteratura_per_Ragazzi/Marcivaldo.pdf

- *Senza sangue*, Alessandro Baricco, 2002 (novel)
- *Volevo i pantaloni*, Lara Cardella, 1989 (novel)



Films

- *Il Postino*, dir. Michael Radford (1998)

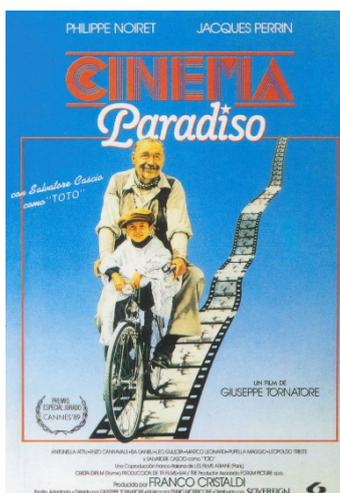
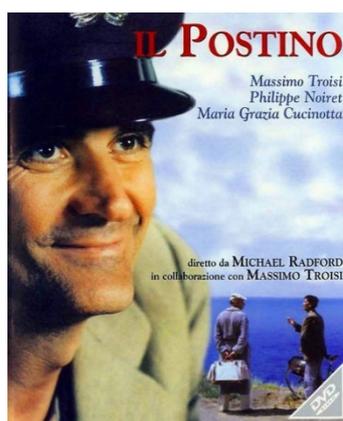
<https://www.youtube.com/watch?v=AV-nMFaXeD4>

https://www.youtube.com/watch?v=oya007_Q5_A (with subtitles)

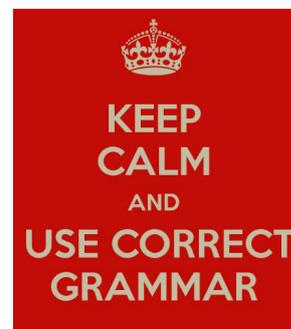
- *Nuovo cinema paradiso*, dir. Giuseppe Tornatore (1994)

<https://www.youtube.com/watch?v=sMCp4CXSt4>

- *Va' dove ti porta il cuore*, dir. Cristina Comencini (1996)



Appendix 3: Grammar list



Nouns

- Gender
- Singular and plural forms

Articles

- Definite, indefinite and partitive
- Definite article + preposition (*al, sul, nel, dal, dell'*, etc)

Adjectives

- Agreement
- Position
- Apocoptation (*buon, bel, san* etc)
- Comparative and superlative
- Use of adjectives as nouns (e.g. *i vecchi, gli inglesi*)
- Demonstrative (*questo/a, questi/e, quel/quella/quello/quell', quei/quegli/quelle*)
- Indefinite (including *alcuno, nessuno, ogni*)
- Possessive (*il mio, la mia* etc.)
- Interrogative and exclamatory (*quale, quanto* etc)

Numerals

- Cardinal (e.g. *uno, due*)
- Ordinal (e.g. *primo, secondo*)
- Expression of time and date

Adverbs

- Formation of adverbs in *-mente*
- Comparative and superlative
- Interrogative (including *quanto, come, dove, perché, quando* etc)

Quantifiers/intensifiers

- Including *abbastanza, molto, meno, più, la maggior parte, parecchi, quasi, tanto, troppo* etc

Pronouns

- Personal: subject, including impersonal *si*
- Object: direct and indirect
- Disjunctive/emphatic personal, as subject and object: *me, te* etc.
- Position and order
- Reflexive
- Relative (including *che, cui, il quale, quello che, chi* etc)
- Demonstrative (including *questo, quello* etc)
- Indefinite (including *qualcuno, qualcosa*)
- Possessive (*il mio* etc.)
- Interrogative (including *chi, di chi, che cosa, quale* etc)
- Use of *ci, ne*

Verbs

- Conjugation of regular *-are, -ere, -ire* verbs, modal verbs, principal irregular verbs, including reflexive verbs
- Agreement of verb and subject
- Use of *c'è/ci sono*
- Modes of address (*tu, Lei*)
- Impersonal verbs
- Constructions with verbs
- Verbs followed by an infinitive (with or without a preposition)
- Dependent infinitives (*far riparare*) (R)
- Perfect infinitive
- Negative forms

- Interrogative forms

- Use of tenses

o present

o perfect (including agreement of past participle)

o imperfect

o future

o conditional

o future perfect

o conditional perfect

o pluperfect

o past historic (R)

- ***Continuous tenses with stare***

- ***Gerund***

- ***Present and past participle***

- ***Passive voice***

o present tense

o other tenses (R)

- ***Subjunctive mood:***

o present (common uses, for example, after expressions of possibility, necessity, opinion and after conjunctions such as benché)

o perfect tense

o imperfect tense (including hypothetical clauses after se)

o pluperfect (R)

Prepositions

All prepositions, both simple (e.g. *sotto*) and complex (e.g. *al di là di*)

Conjunctions

- Coordinating conjunctions (e.g. *e, o, ma*)

- Subordinating conjunctions

Negation

- Use of negative particles (e.g. *non, non...mai, non...nessuno*)

- Use of *non* with negative subjects (e.g. *Non è venuto nessuno*)

Questions

Commands

Other constructions

- Time expressions with *da/da quanto tempo* and *fa*

- Comparative constructions

- Indirect speech

Discourse markers

- e.g. *al contrario, infatti*

Fillers

- e.g. *allora, dunque*