



# A Level Italian Upper 6th

## Curriculum Intent

The Italian department seeks to develop ambitious and resilient linguists who recognise their common humanity and strive to gain inter-cultural understanding and respect.

We aim to provide an understanding of Italian in a range of themes from social changes, global issues and history which enable students to communicate effectively in authentic situations and are prepared for the challenges of developing the language at a higher level and with an aspiration to continue the language at University or to at least see its value in their future career paths. We intend to develop our students to be inquisitive and curious about culture, knowledgeable and understanding, open-minded and courageous as they personally develop through their learning of Italian.

*“A different language, is a different vision of life.” Federico Fellini*

### Students will learn:-

#### The final 2 A Level themes which are,

- **Fascism**
  - The rise of Mussolini
  - Fascism during the Second World War
  - The resistance
  - From Dictatorship to Democracy
- **Immigration**
  - Positive impact of immigration
  - Problems with immigration
  - The North/South divide
  - Organized crime
- **Revision of 1<sup>st</sup> year themes and film**
- **Literature study** –Io non ho paura– N. Ammaniti
- **Research and cultural understanding** through the Independent Research Project (IRP)

## Knowledge, understanding & Skills

- An extensive vocabulary relevant to the themes studied.
- A deepened understanding of the key grammatical elements.
- Response to written and spoken text in writing and speaking, showing understanding of the main points, gist and detail.
- Accurate translation into and from Italian.
- Showing a deep knowledge and understanding of the target language context and culture.
- Expressing critical viewpoints and justifying opinions.
- Developing an argument and reaching a logical conclusion.
- How to critically analyse the work effectively.
- Evaluating the form & techniques used in the work.
- Relating the work to key concepts, issues and the social context.
- Independent research skills to critically explore an element of target language culture.

## What does excellence look like?

- Deep understanding of language and grammar.
- Confident use of Target Language
- Accurate use of a range of complex grammatical structures
- Critical analysis of issues/themes/cultural or social contexts demonstrated through convincing interpretations and points of view.
- Detailed, logical arguments and conclusions that consistently link.
- Consistent variation of grammatical structures, including in use of complex language, producing consistently articulate writing.
- Consistently varied use of vocabulary, allowing ideas to be conveyed in a variety of different ways.
- Consistent use of terminology appropriate to literary and cinematic analysis.
- Accurate language throughout resulting in consistently coherent writing and speech.
- Any errors do not hinder clarity of communication.

## How can you enhance your learning at home?

### Reading:

[www.zanichellibenvenuti.it/index.html](http://www.zanichellibenvenuti.it/index.html)  
[www.scudit.net](http://www.scudit.net) Scuola di Italiano  
<https://www.almaedizioni.it/it/almatv/>  
[www.bbc.co.uk/languages/italian/talk/](http://www.bbc.co.uk/languages/italian/talk/)  
[www.biografieonline.it/](http://www.biografieonline.it/)  
[www.cronologia.it](http://www.cronologia.it)

### Popular national newspapers:

[www.corriere.it](http://www.corriere.it) [www.repubblica.it](http://www.repubblica.it)  
 Sports newspaper  
[www.gazzetta.it/](http://www.gazzetta.it/)  
 Business and finance newspaper  
[www.ilsole24ore.com/](http://www.ilsole24ore.com/)

### Grammar:

<https://conjuguemos.com> <http://www.verbs-online.com/italian-verbs/italian-verbs.htm> <http://www.italianclub.com/>  
<http://www.iluss.it/>

### Listening:

<https://onlineitalianclub.com/index-of-italian-listening-comprehension-exercises>

- Memrise
- Languagesonline
- Flipped learning
- Essay bank
- Zig-zag resources
- William Tweed Resources library & PADLET



### How will we assess impact?

Our teaching encourages regular learning of key vocabulary and refinement of grammatical structures that are tested regularly. Translation skills are honed via weekly 10-point tests. Teachers assess pupils less formally in class via the four skills of listening, reading, speaking and writing. Pupils work collaboratively in pairs and groups to constantly improve their speaking skills, providing peer feedback.

Each half-term pupils take an assessment in test conditions during lesson time. In January of the Upper Sixth pupils take a full-length A level-style examination, which helps to predict their final grade as accurately as possible and to offer the students an opportunity to experience the speed and attention to detail required in the examination. Students control the audio themselves for listening, within a set time limit. Both the writing and reading papers also assess the students' ability to accurately translate, the written paper also requires the students to write two critically analytical essays on the literature and film studies they have completed. The speaking examination focuses on an exploration of one of the themes studied and the Independent Research Project (IRP).

## International Opportunities

### Visits Programmes

- The school has an exchange partner school in Saranno, Milan
- University visits or cultural day visits are arranged.

### Within the curriculum

- 1-1 sessions with a volunteer Native Speaker to develop speaking skills and wider cultural understanding.
- The A level curriculum is designed to deepen understanding and appreciation of Italian culture. Themes 1, 3 & 4 focus on Italian lifestyle and how history has shaped society and Theme 2 is about the music, media and festivals and traditions.
- Students are encouraged to research each theme beyond lessons and set work to ensure that they can draw on a wide knowledge of the culture and society.



### Wider Reading

- Il giorno della civetta, Leonardo Sciascia, 1961 (novel)
- Io non ho paura, Niccolò Ammaniti, 2001 (novel)
- Jack Frusciante è uscito dal gruppo, Enrico Brizzi, 1994 (novel)
- Lessico famigliare, Natalia Ginzburg, 1963 (novel)
- Marcovaldo, Italo Calvino, 1963 (short stories)
- Sei personaggi in cerca d'autore, Luigi Pirandello, 1921 (play)
- Senza sangue, Alessandro Baricco, 2002 (novel)
- Volevo i pantaloni, Lara Cardella, 1989 (novel)

*"Non puoi insegnare niente a un uomo. Puoi solo aiutarlo a scoprire ciò che ha dentro di sé"*

Gallileo Galilei

*"You cannot teach a man anything. You can only help him discover it within himself."*