

Italian Progression Guide - Moving from GCSE to GCE and beyond

Introduction and content

This guide has been designed to help centres understand the progression opportunities between Edexcel's GCSE 09 Italian and Edexcel's GCE 2008 qualifications. It is organised into the following sections:

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1. Bridging the Gap

To help students' progress from GCSE to GCE they should try to:

- Revise carefully all the vocabulary and grammar requirements for GCSE Higher Level.
- Increase vocabulary, adding abstract words and phrases to the more concrete vocabulary already learned for GCSE.
- Practise applying previously learned structures and vocabulary to new situations.
- Avoid anglicisms by exploring in greater depth the idiom of the target language.
- Become immersed in the target language and its culture by subscribing to newspapers and magazines; watching television programmes, films and DVDs; listening to radio broadcasts; and exploring the internet for appropriate materials in the target language.
- Use the language assistant for intensive practice.
- Learn to argue a case - if necessary, and at an early stage, developing ideas and arguments in general English conversation if this is alien. These skills can then be transferred into discussion in another language.
- Learn to structure a piece of written work appropriately, whether a letter, an e-mail, an argument, a report or a piece of research.
- Explore and develop further an understanding of the culture, society and heritage of one or more countries in which the language is used.
- Understand and apply the grammatical system and a range of structures as listed in the AS/A2 specifications.
- Ensure that any self-study time is closely directed at first, keeping a log of independent reading and listening.

2. Assessment Objectives

The assessment objectives for GCSE and GCE are listed below side-by-side to aid comparison. It should be noted that AO3 at GCE is subsumed into both AO2 and AO4 at GCSE. For GCE, the knowledge and understanding requirements are inextricably linked to the four language skills of listening, speaking, reading and writing.

	GCSE	GCE
AO1	Understand spoken language	Understand & respond, in speech & writing, to spoken language.
AO2	Communicate in speech	Understand & respond, in speech & writing, to written language.
AO3	Understand written language	Show knowledge of & apply accurately the grammar & syntax prescribed in the specification.
AO4	Communicate in writing	

3. Listening

The table below details progression from GCSE to GCE in different aspects of the Listening assessment.

	GCSE	GCE
i) Skills	Understand spoken Italian in a variety of contexts & styles.	Develop understanding of Italian in a variety of contexts & genres.
	Understand Italian vocabulary & structures from across 4 specified common topic areas.	Listen & respond to a variety of spoken Italian-language sources.
	Develop language learning & communication skills, which can be applied broadly.	Consider the study of Italian in a broader context.
ii) Testing	Discrete skill	AS: Discrete skill A2: Integrated assessment (via speaking).
iii) Task types	Non-verbal: e.g. multiple choice, matching/comparison, complete grids, tick 4 correct sentences etc.	Non-verbal: multiple-choice, tick 4 correct statements, summary with gap fill.
	Written: short English language responses.	Written: verbal responses in Italian
iv) Register	Formal (e.g. telephone messages)	A variety of contexts and genres
	Informal (e.g. social interaction)	
v) Content	4 common topic areas:	4 defined topic areas (AS) 7 defined topic areas (A2)
	Out and about: <ul style="list-style-type: none"> • Visitor information • Basic weather • Local amenities • Accommodation • Public transport • Directions 	The world around us: travel and tourism, environmental issues: <ul style="list-style-type: none"> • Tourist information, travel and transport • Weather • Pollution Customs, traditions, beliefs and religions (A2)
	Customer services and transactions: <ul style="list-style-type: none"> • Cafés and restaurants • Shops • Dealing with problems. 	National & international events: past, present & future (A2) Youth culture and concerns: <ul style="list-style-type: none"> • Music and fashion

	Personal information: <ul style="list-style-type: none"> • General interests • Leisure activities • Family and friends • Lifestyle (healthy eating & exercise) 	Youth culture and concerns: <ul style="list-style-type: none"> • Music and fashion • Technology (e.g. mp3, blogs, mobile phones etc) • Relationships (family, friends & peer pressure) Lifestyle: health & fitness: <ul style="list-style-type: none"> • Sport & exercise • Food and diet • Health issues Literature and the arts (A2)
	Future plans, education and work: <ul style="list-style-type: none"> • Basic language of the internet • Simple job advertisements • Simple job applications and CV • School and college • Work and work experience 	Education and employment <ul style="list-style-type: none"> • Education (schooling & higher education) • The world of work Youth culture and concerns <ul style="list-style-type: none"> • Technology

4. Speaking

The table below details progression from GCSE to GCE in different aspects of the Speaking assessment.

	GCSE	GCE
i) Skills	Communicate effectively in Italian for variety of purposes	Communicate effectively & confidently in Italian for a range of purposes & situations.
	Understand and apply a range of Italian vocabulary and structures.	Understand & apply the grammatical system & a range of structures of the Italian language (as defined in the grammar list).
	Develop language learning & communication skills which can be applied broadly	Express facts & ideas, present explanations, opinions & information
		A2 only: Present viewpoints, develop arguments, analyse and evaluate.
ii) Testing	Discrete skill assessment	AS: Discrete skill assessment A2: Integrated assessment (listening & reading are also assessed via speaking).
iii) Requirement	2 different oral tasks @ 4 - 6 mins each	AS: 1 oral @ 8 - 10 mins A2: 1 oral @ 11 - 13 mins
iv) Outcomes	Untiered: differentiation by outcome	Differentiation by outcome
v) Assessment availability	Opportunities to submit candidate work in May, although teachers may	AS: assessment opportunities in May

	assess their students at any relevant point on an ongoing basis.	
vi) Task types	Presentation and follow-on discussion.	
	Picture-based free-flowing discussion.	
	Open interaction Edexcel provides stimulus (max 70 words) & tasks but these may be adapted or you may produce your own Refreshed every 2 years	AS: Edexcel set questions on a stimulus (stimulus card is 70 - 90 words & refreshed every session), followed by discussion A2: debate of a chosen issue followed by discussion of other issues.
vii) Register	Students use Italian for different purposes and in different settings.	Students use Italian for different purposes and settings.
viii) Content	Candidate may choose one or more than one theme from the following 5 options:	AS: Candidate chooses ONE topic from the four AS topic areas A2: Candidate has a free choice of chosen issue (i.e. not limited to the 7 topic areas). Follow on discussion issues will relate to any of the 7 topic areas.
	Media and culture E.g. <ul style="list-style-type: none"> • Music/film/reading • Fashion/celebrities/religion • Blogs/internet 	Youth culture and concerns <ul style="list-style-type: none"> • Music and fashion • Technology (e.g. mp3, blogs, mobile phones, internet, games etc) Literature & the arts (A2 only) e.g. Ammaniti, Levi, Verdi Customs, traditions, beliefs and religions (A2 only)
	Sport and Leisure E.g. <ul style="list-style-type: none"> • Hobbies/interests • Sporting events • Lifestyle choices 	Lifestyle: health and fitness <ul style="list-style-type: none"> • Sport and exercise • Food and diet • Health issues (e.g. smoking)
	Travel and Tourism E.g. <ul style="list-style-type: none"> • Holidays • Accommodation • Eating, food and drink 	The world around us: travel, tourism, environmental issues: <ul style="list-style-type: none"> • Tourist information, travel and transport Lifestyle: health and fitness: <ul style="list-style-type: none"> • Food and diet

	<p>Business, work and employment E.g.</p> <ul style="list-style-type: none"> • Work experience/part-time jobs • Product or service information 	<p>Education and employment:</p> <ul style="list-style-type: none"> • The world of work (e.g. job opportunities)
	<p>Centre-devised option (students choose a theme which corresponds to their interests) E.g.</p> <ul style="list-style-type: none"> • Family and friends • Teenage drinking and drugs issues • The environment and environmental issues • School 	<p>Youth culture and concerns:</p> <ul style="list-style-type: none"> • Relationships (family/ friendships & peer pressure) • Drink, drugs, sex <p>The world around us: travel, tourism, environmental issues:</p> <ul style="list-style-type: none"> • Pollution & recycling <p>Education and employment:</p> <ul style="list-style-type: none"> • Education (schooling & higher education) • Education and student issues.
ix) Overlap	<p>Formal assessment in speaking may be on the same theme as the formal assessment in writing. There should be no direct overlap of content and purpose.</p>	<p>There are no constraints concerning overlap across the units.</p>
x) Approaches	<p>All students in a teaching group attempt same task type on same thematic aspect e.g. an open interaction. Teachers make changes to stimulus to allow for differentiation in ability (e.g. more bullet points for lesser able & fewer the more able) but generic task id the same.</p>	<p>All students study one topic area for AS speaking & relate their discussion of an issue to this in A2 oral.</p>
	<p>Students in different teaching groups undertake one speaking assessment on a common theme and one speaking assessment on a different theme.</p>	<p>All students study one topic area for AS speaking & relate their discussion of an issue in A2 oral to a different topic area.</p>
	<p>Task requires students to provide individual & distinctive content with a common brief e.g. a picture based discussion about a famous sportsperson would focus on different personalities & invite different information, opinions & questions.</p>	<p>Each student prepares an individually selected topic area for AS speaking & relates the discussion of an issue to this in the A2 speaking</p>

	Students in different teaching groups undertake both speaking tasks on different themes.	Each student prepares an individually selected topic area for AS speaking & relates the discussion of an issue in A2 oral to a different topic area.
xi) Pathways for personalised learning	Logical links between themes for speaking assessments & defined common topic areas for Listening & Reading Units e.g. <i>Sport & Leisure</i> (speaking) & <i>Personal Information</i> (L & R).	There are four topic areas for Listening & Reading sections: students choose one of these four for speaking assessment.
	Vocational: Students taking Business Studies could undertake a picture-based discussion on their work placement within the theme of <i>Business, work and employment</i> .	E.g. Business-minded students might choose <i>Education and employment</i> for AS speaking & a business issue for A2 speaking.
	Vocational: Students following a course in Leisure and Tourism might carry out an Open Interaction in the context of a tourist office within the theme of <i>Travel and tourism</i> .	E.g. Students interested in a career working for international organisations or in the travel industry could choose <i>The world around us: travel, tourism etc</i> for AS speaking & a related issue for A2 speaking.
	Personalised to correspond to students' own interests & strengths: e.g. Students interested in Media Studies might choose a specific film within <i>Media and Culture</i> on which to base a presentation and discussion.	E.g. Students interested in a career in media might choose <i>Youth culture and concerns</i> for AS speaking and a media issue for A2 speaking.

5. Reading

The table below details progression from GCSE to GCE in different aspects of the Reading assessment.

	GCSE	GCE
i) Skills	Read and respond to different types of written Italian.	Read and respond to a variety of Italian-language written texts, covering different contexts, registers, styles and genres.
	Understand a range of Italian vocabulary and structures.	Transfer meaning from Italian into English (& vice versa at A2).
	Develop language learning & communication skills, which can be applied broadly.	Consider the study of Italian in a broader context.
ii) Testing	Discrete skill	AS: Discrete skill A2: Integrated assessment (via speaking & writing).
iii) Task types	Non-verbal: e.g. matching (e.g.	Non-verbal: matching (e.g.

	identifying the writer by crossing a box), Italian cues (multiple choice, identify 4 correct sentences).	identifying the writer by crossing a box).
	Written: short English language responses (transfer of meaning).	Written: English language responses (transfer of meaning) Italian languages responses.
iv) Content	4 common topic areas	4 defined topic areas (AS) 7 defined topic areas (A2).
	Out and about: <ul style="list-style-type: none"> • Visitor information • Basic weather • Local amenities • Accommodation • Public transport • Directions 	The world around us: travel and tourism, environmental issues: <ul style="list-style-type: none"> • Tourist information, travel and transport • Weather • Pollution <p>Customs, traditions, beliefs and religions (A2)</p> <p>National & international events: past, present & future (A2).</p>
	Customer services and transactions: <ul style="list-style-type: none"> • Cafés and restaurants • Shops • Dealing with problems. 	Youth culture and concerns <ul style="list-style-type: none"> • Music and fashion.
	Personal information: <ul style="list-style-type: none"> • General interests • Leisure activities • Family and friends • Lifestyle (healthy eating & exercise). 	Youth culture and concerns: <ul style="list-style-type: none"> • Music and fashion • Technology (e.g. mp3, blogs, mobile phones etc) • Relationships (family, friends & peer pressure). <p>Lifestyle: health & fitness</p> <ul style="list-style-type: none"> • Sport & exercise • Food and diet • Health issues. <p>Literature and the arts (A2).</p>
	Future plans, education and work: <ul style="list-style-type: none"> • Basic language of the internet • Simple job advertisements • Simple job applications and CV • School and college • Work and work experience. 	Education and employment <ul style="list-style-type: none"> • Education (schooling & higher education) • The world of work <p>Youth culture and concerns</p> <ul style="list-style-type: none"> • Technology.

6. Writing

The table below details progression from GCSE to GCE in different aspects of the Writing assessment.

	GCSE	GCE
i) Skills	Communicate in writing for a variety of purposes.	Communicate effectively & confidently in Italian for a range of purposes and situations.
	Understand & apply a range of Italian vocabulary and structures.	Understand and apply the grammatical system and a range of structures of the Italian language (as defined in the grammar list).
	Develop language learning & communication skills, which can be applied broadly.	Express facts and ideas, present explanations, opinions and information.
ii) Testing	Discrete skill assessment.	AS: Discrete skill assessment A2: Integrated assessment (reading is also assessed via writing).
iii) Requirement	2 tasks @ min 200 words each	AS: 1 task @ 200-220 words A2: 1 translation @ 80 words 1 language essay: 240-270 words 1 research-based essay @ 240-270 words.
iv) Outcomes	Untiered: differentiation by outcome	Differentiation by outcome.
v) Assessment availability	Opportunities to submit candidate work in May.	AS: assessment opportunities in May
vi) Content	Candidate may choose one or more than one theme from the following 5 options:	4 themes (AS) 7 themes (A2: translation & language essay) 4 themes (A2: research-based essay).
	Media and culture E.g. <ul style="list-style-type: none"> • Music/film/reading • Fashion/celebrities/religion • Blogs/internet 	Youth culture and concerns <ul style="list-style-type: none"> • Music and fashion • Technology (e.g. mp3, blogs, mobile phones, internet, games etc) <p>Customs, traditions, beliefs and religions (A2 only)</p> <p>Literature & the arts (A2 only) e.g. Ammaniti, Levi, Verdi</p> <p>Geographical area (A2: RBE only)</p> <p>Aspects of modern Italian-speaking society (A2: RBE only).</p>

	<p>Sport and Leisure E.g.</p> <ul style="list-style-type: none"> • Hobbies/interests • Sporting events • Lifestyle choices <p>Travel and Tourism E.g.</p> <ul style="list-style-type: none"> • Holidays • Accommodation • Eating, food and drink <p>Business, work and employment E.g.</p> <ul style="list-style-type: none"> • Work experience/part-time jobs • Product or service information 	<p>Lifestyle: health and fitness</p> <ul style="list-style-type: none"> • Sport and exercise • Food and diet • Health issues (e.g. smoking) <p>The world around us: travel, tourism, environmental issues:</p> <ul style="list-style-type: none"> • Tourist information, travel and transport <p>Lifestyle: health and fitness:</p> <ul style="list-style-type: none"> • Food and diet <p>Geographical area (A2: RBE only)</p> <p>Aspects of modern Italian-speaking society (A2: RBE only).</p> <p>Education and employment:</p> <ul style="list-style-type: none"> • The world of work (e.g. job opportunities) <p>Geographical area (A2: RBE only)</p> <p>Aspects of modern Italian-speaking society (A2: RBE only).</p>
	<p>Centre-devised option (students choose a theme which corresponds to their interests). E.g.</p> <ul style="list-style-type: none"> • Family and friends • Teenage drinking and drugs issues • The environment and environmental issues • School • Una città italiana 	<p>Youth culture and concerns:</p> <ul style="list-style-type: none"> • Relationships (family/ friendships & peer pressure) • Drink, drugs, sex <p>The world around us: travel, tourism, environmental issues:</p> <ul style="list-style-type: none"> • Pollution & recycling <p>Education and employment:</p> <ul style="list-style-type: none"> • Education (schooling & higher education) • Education and student issues <p>Geographical area (A2: RBE only)</p> <p>Historical study (A2: RBE only)</p> <p>Aspects of modern Italian-speaking</p>

		society (A2: RBE only).
vii) Overlap	Formal assessment in writing may be on the same theme as the formal assessment in speaking. There should be no direct overlap of content and purpose.	There are no constraints concerning overlap across the units
viii) Approaches	All students in a teaching group attempt same written task on the same thematic aspect e.g. an Italian film or a past holiday. Teachers adapt the stimulus to allow for differentiation in ability but the generic task is the same.	All students study same literary text or film for RBE Read text/watch film in class, follow with discussion & written work and additional research &/or higher-level reading in Italian.
	Task requires students to provide individual & distinctive content with a common brief e.g. a review of a book in Italian. Students would be free to choose which book to review, which would invite different information, opinions & questions.	Personalised learning: Each candidate chooses own topic to allow use of skills & knowledge from other subjects e.g. History, Economics & Geography Additional research and/or higher-level reading in Italian.
	Students across different teaching groups undertake one writing assessment on a common theme and one writing assessment on a different theme.	
ix) Pathways for personalised learning	E.g. Students taking Business Studies could write an evaluation of a business created at school as part of the Young Enterprise Scheme under the theme <i>Business, work and employment</i> .	
	E.g. Students following a course in Leisure and Tourism might complete an evaluation of the tourist attractions of a town of their choice within the theme of <i>Travel and tourism</i> .	E.g. Students interested in a career working for international organisations or in the travel industry might choose to write a discursive essay (A2) with an international dimension.
	E.g. Students interested in Media Studies might choose to write a review of a particular film under the theme of <i>Media and Culture</i> .	Students interested in a career in media might write a journalistic piece as a creative essay in A2 writing. They might also choose a Italian-medium film (<i>Literature and the arts</i>) for the RBE in A2.

7. Grammar structures

GCSE and GCE students will be expected to have acquired knowledge and understanding of Italian grammar during the course of their studies. In Speaking and Writing assessments, they will be required to apply accurately a range of grammatical structures appropriate to the task set, drawn from the following lists.

	GCSE	GCE
Nouns	<ul style="list-style-type: none"> • Gender • Singular and plural forms 	<ul style="list-style-type: none"> • Gender • Singular and plural forms
Articles	<ul style="list-style-type: none"> • Definite and indefinite • Partitive • Definite article + preposition (<i>al, sul, nel, etc</i>) 	<ul style="list-style-type: none"> • Definite, indefinite and partitive • definite article + preposition (<i>al, sul, nel, dal, dell', etc</i>) • other ways of expressing a partitive (<i>qualche, alcuni/e</i>)
Adjectives	<ul style="list-style-type: none"> • Agreement • Position • Comparative and superlative • Demonstrative • Indefinite (<i>tutto, ogni, altro</i>) (<i>qualche</i> - R) • Possessive, short and long forms • Interrogative • Use of <i>di</i> and <i>che</i> after comparatives 	<ul style="list-style-type: none"> • Agreement • Position • Apocopation (<i>buon, bel, san</i>) • Comparative and superlative • Demonstrative (<i>questo/a, questi/e, quello/a, quelli/e</i>) • Indefinite (<i>alcuno, nessuno, ogni</i>) • Possessive (<i>il mio, la mia</i>) • Interrogative (<i>quale, quanto</i>)
Adverbs	<ul style="list-style-type: none"> • Formation • Comparative and superlative • Interrogative adverbs of time and place (<i>oggi, domani, qui, qua</i>) • Common adverbial phrases 	
Quantifiers/ intensifiers	<ul style="list-style-type: none"> • Molto 	<ul style="list-style-type: none"> • (<i>molto, abbastanza, poco</i>)
Pronouns	<ul style="list-style-type: none"> • Subject • Object • Position and order of pronouns • Reflexive • relative (<i>che cui, il quale</i>) (<i>quel che/il cui</i> - R) • Demonstrative • Indefinite • Possessive • Interrogative • Impersonal use of <i>si</i> (<i>si fanno i compiti</i>) • Combinations of pronouns and their modifications • Use of plural adjectives after <i>si</i> (R) • Position of pronouns with imperatives • Use of <i>ci, ne</i> 	<ul style="list-style-type: none"> • Subject • Object • Position and order of object • Reflexive • Relative (<i>che, cui, il quale, quello che, chi</i>) • Disjunctive/emphatic • Demonstrative (<i>questo, quello, quello di</i>) • Indefinite (<i>qualcuno, ciascuno</i>) • Possessive (<i>il mio, la mia</i>) • Interrogative (<i>chi, di chi, che cosa, quale</i>) • Use of (<i>ci, ne</i>)
Verbs	<ul style="list-style-type: none"> • Regular and irregular forms of verbs, including reflexive verbs 	<ul style="list-style-type: none"> • Regular and irregular forms of verbs, including reflexive verbs

	<ul style="list-style-type: none"> • Modes of address (<i>tu, Lei</i>) • All persons of the verb, singular and plural. • Negative forms • Interrogative forms • Impersonal constructions (<i>si dice</i>) • Modal verbs • Verbs followed by an infinitive (with or without a preposition) • Dependent infinitives (<i>far vedere</i>) • Perfect infinitive • Impersonal constructions (<i>si dice, si crede</i>). 	<ul style="list-style-type: none"> • Modes of address (<i>tu, Lei</i>) • Impersonal verbs • Modal verbs • Verbs followed by an infinitive (with or without a preposition) • Dependent infinitives (<i>far vedere</i>) • Perfect infinitive • Negative forms • Interrogative forms • Impersonal constructions (<i>si dice, si crede</i>)
	<p>Tenses:</p> <ul style="list-style-type: none"> • Present • <i>stare</i> + gerund (R) • Imperfect • Future • Perfect (including agreement of past participle) • Conditional (<i>vorrei/mi piacerebbe</i> only for F) • Future perfect (R) • Conditional perfect • Pluperfect (R at F) • Past definite (R) • Imperative: common forms including negative use of infinitives after modal verbs and <i>per</i> • Use of the infinitive after prepositions • Use of the past infinitive after <i>dopo</i> • passive forms (with <i>essere</i> and <i>venire</i>) (with <i>andare</i> (R) at F) and alternative forms to the passive Subjunctive (R at F) • present • perfect • imperfect (R) • pluperfect (R) • Uses of subjunctive: <ul style="list-style-type: none"> • as positive and negative imperative for <i>Lei</i> • request, opinion, emotion • with some phrases (<i>è</i> 	<p>Tenses:</p> <ul style="list-style-type: none"> • Present • Perfect (including agreement of past participle) • Imperfect • Future • Conditional • Future perfect (R) • Conditional perfect • Pluperfect • Past definite (R) • Passive voice: <ul style="list-style-type: none"> • Present and perfect tenses • Other tenses (R) • Alternative forms to the passive • continuous tenses with <i>stare</i> • Imperfect • Gerund • Present Subjunctive mood: <ul style="list-style-type: none"> • Present • Perfect • Imperfect and past participle pluperfect <p>Uses of subjunctive:</p> <ul style="list-style-type: none"> • as positive and negative imperative for <i>Lei</i> • after verbs of wishing, request, opinion, emotion • to express possibility/impossibility after impersonal expressions

	<i>importante/facile/necessario che...</i>) in hypothetical clauses after <i>se</i>	<ul style="list-style-type: none"> • (<i>è importante/facile/necessario che</i>) • in hypothetical clauses after <i>se</i>. • for A2 also • Future perfect tense • Passive voice: all tenses • Use of other verbs to express passive (<i>rimanere, venire, andare</i>) • Use of <i>andare</i> + gerund • Past anterior (<i>ebbi fatto</i>) (R) • Subjunctive after conjunctions plus all other common uses.
Prepositions	<ul style="list-style-type: none"> • Common, including use of <i>a</i> (<i>vicino a</i>) • Use of <i>di</i> and <i>da</i> with prepositions (<i>senza di te/lontano da</i>) 	
Conjunctions	<ul style="list-style-type: none"> • Coordinating and subordinating • use of key conjunctions with the subjunctive 	
Number, quantity and time	<ul style="list-style-type: none"> • (<i>da quando...</i>) 	

8. Research skills

At GCSE students are encouraged via the speaking and writing assessments to engage in independent learning, to take greater responsibility for their own achievements and the outcomes of their assessments. In short, they are being encouraged at this stage to develop research skills, which will stand them in good stead at GCE. For the GCSE speaking and writing assessments, students could engage in independent research on the pop star of their choice, a ski resort in Italy, an Italian film etc so that they are better informed and can sustain a more developed discussion or produce a more detailed piece of writing, expressing reasoned opinions.

At GCE AS U1 speaking promotes independent research as students choose their topic area for discussion and then investigate the linked subtopics in some detail in preparation for their oral.

Research skills play an important part in GCE A2: students will be expected to research in some depth their chosen issue for debate in the U3 oral. Clearly, success in the research-based essay relies in no short measure on the amount of research students have done in preparation. Teachers should refer to the research-based essay guide (listed in the Resources section below) which contains invaluable hints and tips for both students and teachers.

9. A*/stretch and challenge

At GCSE, students are required to develop an awareness and understanding of countries and communities where Italian is spoken. More able learners could therefore undertake the study of a piece of literature in Italian and a couple of suggestions for suitable texts have been made above.

Student would then be able to use the literary text as the basis for a speaking or writing assessment. Similarly, an aspect of historical or geographical significance might provide more stretch students and again, suggestions have been made above (e.g. an area or a town in Italy etc). In addition, for speaking and writing, centres have the freedom to select themes appropriate to the capabilities and abilities of their students. More able learners might find a theme such as environmental issues a more suitable challenge. In the Higher Tier Reading paper, the final question (A*) is in Italian and this represents a level of stretch and challenge as it prepares students for the reading section of the GCE AS U2 paper.

At GCE A2, there are several opportunities for stretch and challenge: In U4, the translation from English into Italian enables students to demonstrate their ability to manipulate complex language, drawing on appropriate vocabulary and structures to produce a translation which is accurate and natural. In the U4 section B creative/discursive essay, students are able to demonstrate their ability to produce fluent and relevant language using a range of vocabulary and structures, and to convey opinions and express themselves accurately. In GCE U3, being able to present and defend an issue successfully requires students to use higher-level Italian language skills: they must persuade and convince as well as engage with the examiner and accurately deploy a wide range of vocabulary and structures.

As with GCSE, at GCE students are expected to develop awareness & understanding of the contemporary society, cultural background & heritage of Italian-speaking countries & communities and the Research-based essay affords ample opportunities for this.

Teachers may find the following information useful:

To be awarded A* at GCE A Level, a candidate must

1. Achieve grade A overall for the A Level (this can also be described as having to achieve 80% of total UMS)

AND

2. Achieve 90% of combined UMS for A2 units

Therefore, for a 4 unit A Level, a candidate must achieve (a) at least 320 of 400 uniform marks and (b) 180 of 200 uniform marks for A2 units.

10. Resources

Below is a list of resources available to support both GCSE and GCE.

GCSE	GCE
Edexcel GCSE Italian past papers (old specification) Edexcel GCSE 09 Italian Vocabulary Book http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/Italian-Vocab-Book.pdf (Available in word & pdf version for free download)	<i>Edexcel Italian Grammar for A Level</i> (Hodder Education 2008): Edexcel GCE Italian past papers from http://www.edexcel.com/quals/gce/gce08/lang/italian/Pages/default.aspx
Edexcel does not endorse any GCSE Italian textbook.	Edexcel does not endorse any GCSE Italian textbook. <i>Allegro 2</i> , Edilingua, 2008

<p>The following are just possible suggestions:</p> <p><i>Amici</i> and <i>Amici Workbook</i>, OUP, 2004 <i>Buongiorno Italia</i>, BBC, 2005 <i>Ciao!</i>, vol.1-4, Nelson, 1993 (unfortunately now out of print) <i>Contatti 1</i> and <i>Contatti 1 Activity Book</i>, Hodder and Stoughton, 2003 <i>La Prova Orale 1</i>, Edilingua, 2001 <i>Progetto Italiano 1</i>, Edilingua, 2006 <i>Scriviamo!</i>, Edilingua, 2000</p>	<p><i>Amici</i>, OUP, 2004 and <i>Amici Workbook</i>, OUP, 2004 (final chapters only) <i>Authentik in italiano</i>, Authentik Language Learning Resources Ltd., 2000 <i>Bar Italia</i>, Alma Edizioni, 2002 <i>Civiltà Italia</i>, Guerra edizioni, 2007 <i>Come ascoltare</i>, Edizioni Guerra, 2000 <i>Come parlare</i>, Edizioni Guerra, 2000 <i>Come scrivere</i>, Edizioni Guerra, 2000 <i>Contatti 2</i>, Hodder Arnold, 2006 <i>Crescendo</i>, Heinle Cengage Learning, 2008 <i>Espresso 2</i>, Alma Edizioni, 2008 <i>L'intermedio in tasca</i>, Edilingua, 2000 <i>La prova orale 2</i>, Edilingua, 1999 <i>Mosaico Italia</i>, Edilingua, 2008 <i>Pro e contro 1</i>, Bonacci editore, 1997 <i>Pro e contro 2</i>, Bonacci Editore, 1999 <i>Progetto Italiano 2</i>, Edilingua, 2008 <i>Progetto Italiano 3</i>, Edilingua, 2008 <i>Sapore d'Italia</i>, Edilingua, 1998</p> <p>For listening activities also <i>Ascolto medio</i>, Edilingua, 2000.</p>
<p>http://www.bbc.co.uk/languages/italian/ http://www.languagesonline.org.uk/ www.yahoo.it www.altavista.it www.google.it www.wikipedia.it www.scudit.net http://www.adgblog.it/2009/03/30/50-esercizi-canzoni-poesie-quiz-e-attivita-di-italiano-l2-per-studenti-livello-a1a2/</p>	<p>www.biografieonline.it/ www.edilingua.it/ www.italianlanguageguide.com/</p> <p><i>Portals:</i> www.italiadonna.it www.virgilio.it</p> <p><i>Newspapers:</i> www.corriere.it www.repubblica.it www.lastampa.it www.ilgiornale.it www.ilsecoloxix.it</p> <p><i>Television:</i> www.tgcom.it www.rai.it www.mediaset.it</p> <p><i>Politics:</i> www.governo.it www.esteri.it www.parlamento.it www.comunicazioni.it</p> <p><i>Education:</i> www.inclasse.it</p>

	<p>www.atuttascuola.it www.classicitaliani.it www.cronologia.it www.liberliber.it www.scudit.net/mdindice.htm</p> <p><i>Geography:</i> www.atlanteitaliano.it www.globalgeografia.it www.regioni.it</p> <p>www.italywebzine.com (in English mainly)</p>
<p>Specification http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/GCSE-Italian-spec-Issue-2-SPEC-reduced.pdf</p> <p>Sample Assessments Materials http://www.edexcel.com/quals/gcse/gcse09/mfl/italian/Pages/default.aspx</p> <p>Teacher's Guide http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/Edexcel%20GCSE%20Italian%20-%20TSM.pdf</p> <p>Controlled Assessment Tasks (secure download) http://www.edexcel.com/quals/gcse/gcse09/mfl/italian/Pages/default.aspx</p> <p>Controlled Assessment Teacher Support Book (Speaking) Coming soon</p> <p>Editable scheme of work from http://www.edexcel.com/quals/gcse/gcse09/mfl/italian/Pages/default.aspx</p>	<p>Specification http://www.edexcel.com/migrationdocuments/GCE%20New%20GCE/spec-gce-italian.pdf (also Research Essay Guide)</p> <p>Sample Assessment Materials http://www.edexcel.com/migrationdocuments/GCE%20New%20GCE/sam-gce2008-italian.pdf</p> <p>Oral Training Guide http://www.edexcel.com/migrationdocuments/GCE%20New%20GCE/GCE-2008-Italian-OTG.pdf</p>