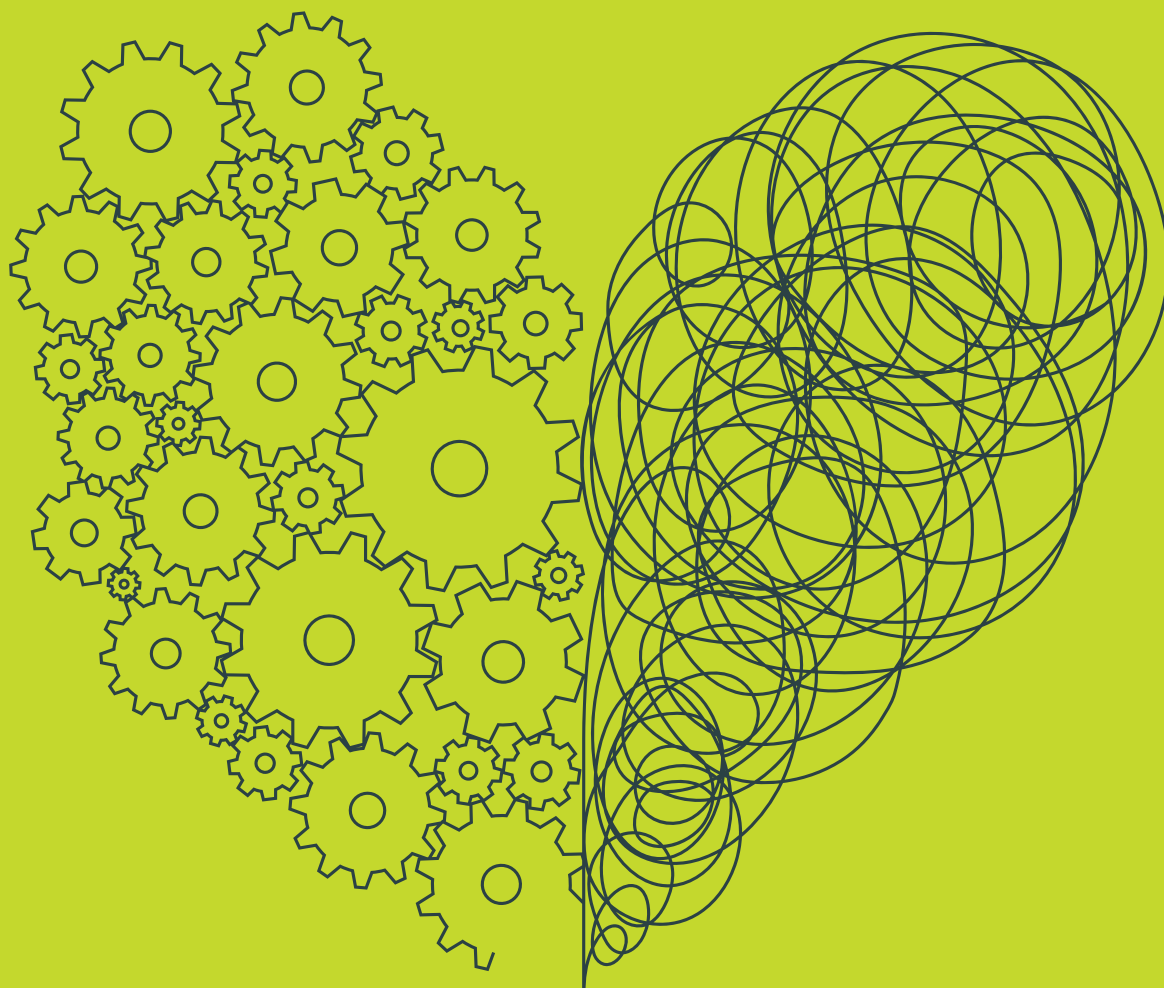Paola Tite

Esame di Stato Support Guide

Tips + Techniques for success in the Prova Orale

- **Curriculum Links**
- **Report on Work Experience**
- **Citizenship**
- **UN Sustainable Development Goals**

Before the exam: Preparation and planning

What is the aim of this part of the oral exam?	To test ability to interpret an English text, whether literary, journalistic or scientific, and use it as a springboard to connect with other subjects in the curriculum.
Which techniques do you need to read the passage?	The reading techniques of skimming, scanning and reading in detail.
What should you think about?	The genre, the theme, the meaning, the type of language.
How can you link this to other subjects?	Think of the topic you studied this year in other subjects.

A passage from a literary text

The **Fairy palaces** burst into illumination, before pale morning showed the **monstrous serpents of smoke** trailing themselves over Coketown. A clattering of clogs upon the pavement; a rapid ringing of bells; and all the melancholy mad **elephants**, polished and oiled up for the day's monotony, were at their heavy exercise again.

Stephen bent over his loom, quiet, watchful, and steady. A special contrast, as every man was in the forest of looms where Stephen worked, to the crashing, smashing, tearing piece of mechanism at which he laboured. Never fear, good people of an anxious turn of mind, that Art will consign Nature to oblivion. Set anywhere, side by side, the work of God and the work of man; ahe former, even though it be a troop of Hands of very small account, will gain in dignity from the comparison.

So many hundred **Hands** in this Mill; so many hundred horse Steam Power. It is known, to the force of a single pound weight, what the engine will do; but, not all the calculators of the National Debt can tell me the capacity for good or evil, for love or hatred, for patriotism or discontent, for the decomposition of virtue into vice, or the reverse, at any single moment in the soul of one of these its quiet servants, with the composed faces and the regulated actions. There is no mystery in it; there is an unfathomable mystery in the meanest of them, for ever. Supposing we were to reverse our arithmetic for material objects, and to govern these awful unknown quantities by other means!

The day grew strong, and showed itself outside, even against the flaming lights within. The lights were turned out, and the work went on. The rain fell, and the Smoke-serpents, submissive to the curse of all that tribe, trailed themselves upon the earth. In the **waste-yard** outside, the steam from the escape pipe, the litter of barrels and old iron, the shining heaps of coals, the ashes everywhere, were shrouded in a veil of mist and rain.

Reading techniques

Skimming is a selective reading method in which you focus on the main ideas of a text and you skip details, stories or data. For example, you use the skimming technique to answer true or false statements.

Scanning is a reading method in which you go through a text quickly in order to find specific information, such as figures or names. For example, you use the scanning technique to match headings to paragraphs.

Intensive reading or **reading in detail** involves learners reading in detail with specific learning aims and tasks.

Step 1

1 Read the text and find out what it is about.

> **STRATEGY**
>
> For this step, use the reading technique of SKIMMING. Move your eye quickly down the text to get the general idea / ideas and / or read the first sentence of each paragraph.

2 Identify the genre: When you look at a text, the first thing you need to identify is what type it is: is it prose, poetry or drama? i.e. is it an excerpt from a novel, a poem, a play?

3 Identify the key theme: Next, you need to find out what it is about. Use the skimming technique to catch relevant words and ideas. Underline them.

4 If possible identify the book and the author: say if you recognise where the extract is from, or if you have read anything by the same author.

5 Identify the speaker: decide who describes the scene: is it a character or the author?

6 Consider the meaning: say what the passage is about and what strikes you as an important message.

7 Consider the language: is it modern and colloquial, i.e. would you use it to talk about this topic? What words does the author use? How are the sentences structured?

> **USEFUL PHRASES**
>
> This is an excerpt from a novel / a poem / a play …
> The main theme is …
> It is written by … / I think the author is …
> The main message is …
> The language is realistic / imaginative / …
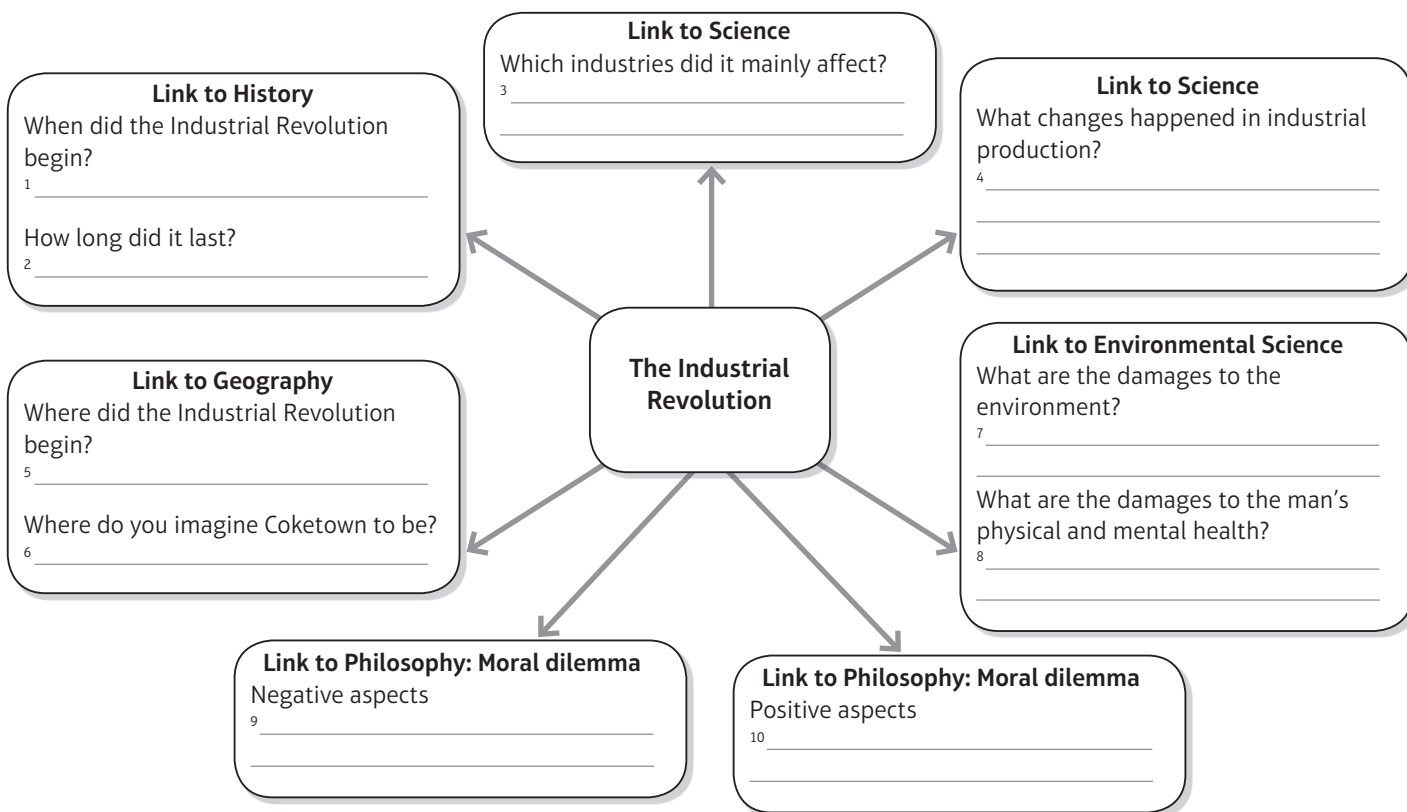
Step 2

1 Answer specific questions about the text.

> **STRATEGY**
>
> For this step, use the reading technique of SCANNING – reading the text quickly to find the required information.

2 Read this page from *Hard Times* by Charles Dickens and answer the questions.
  a What do you think Coketown is?
  b Who is Stephen?
  c What time of day is it?

Mind Map: The Industrial Revolution

Link to Science
Which industries did it mainly affect?
3 _____
_____

Link to History
When did the Industrial Revolution begin?
1 _____
How long did it last?
2 _____

Link to Science
What changes happened in industrial production?
4 _____
_____
_____

Link to Geography
Where did the Industrial Revolution begin?
5 _____
Where do you imagine Coketown to be?
6 _____

The Industrial Revolution

Link to Environmental Science
What are the damages to the environment?
7 _____
_____
What are the damages to the man's physical and mental health?
8 _____

Link to Philosophy: Moral dilemma
Negative aspects
9 _____
_____

Link to Philosophy: Moral dilemma
Positive aspects
10 _____
_____

Step 3

1 Analyse the language in detail.

> **STRATEGY**
> To analyse the language you will need to use the technique of READING IN DETAIL – reading word by word.

2 What do these words mean?
- **a** What are Fairy palaces?
- **b** What are the serpents of smoke?
- **c** What are the elephants?
- **d** Who are the Hands?
- **e** What is in the waste yard?

3 What is the tone of the description? Tick one of the adjectives.

☐ neutral ☐ humorous ☐ ironic ☐ sarcastic

4 Explain why the author uses this attitude towards the topic and towards the audience.

> **USEFUL PHRASES**
> The author uses images to create …
> The description is graphic / evocative / tragic / comic / poetic / …
> The tone is neutral / humorous / ironic / sarcastic …

Step 4

1 Link the literary text to school subjects you have studied.

> **STRATEGY**
> Talk about what links the topic of the literary text with the subjects you have studied in your last year. If necessary, the teachers will prompt you with suggestions about their subject.

2 Reread the passage and think about these themes.
- Working in a factory as a dehumanising activity
- Mechanical reactions of the labourers and monotony of machine work
- Pollution of the ground and the air

3 Reread the passage and think about which of these subjects you would link it to.
- **a** History
- **b** Information Technology
- **c** Science
- **d** Environmental Science
- **e** Geography
- **f** History of art
- **g** Philosophy

4 Look at the mind map above. When you have established which subjects you can link the text to, create a mind map and fill in the information.

5 Can you think of any other links? Prepare yourself to discuss further links which may be pointed out by the examiner(s). Think about:
- **a** no poverty
- **b** zero hunger
- **c** good health and well-being
- **d** quality education
- **e** clean water and sanitation

> **USEFUL PHRASES**
> The passage I read …
> makes me think of …
> has elements in common with …
> discusses a theme which I found also in …

Before the exam: Preparation and planning

What is the aim of this part of the oral exam?	To test your ability to interpret a quote in English and use it as a springboard to connect with other subjects in the curriculum.
Which techniques do you need to use?	A literary interpretation, followed by extrapolation so as to extend the concept to my daily experience.
What should you think about?	Why this statement was made.
How can you link this to other subjects?	Think how you can demonstrate the truth of the quote in other subjects.

A quote

❛*Experience is the teacher of all things*❜
(Est rerum omnium magister usus)

Julius Caesar, Commentarii de Bello Civili, Book 2, Stanza 8

Step 1

1 Read the quote. Do you know where it comes from?

2 Read the text below. Were you correct?

> **History of the quote**
>
> The earliest known version of this proverb appears in *De Bello Civili* (c. 52 B.C.) by the Roman dictator Julius Caesar.
>
> Over a century later, the Roman author Pliny the Elder in *Naturalis Historia* (A.D. 77) wrote, 'Experience is the most efficient teacher of all things'.
>
> The Roman historian Tacitus said simply, 'Experience teaches,' in his *Histories* (c. 209).
>
> The earliest English rendering appeared in 1539 as 'Experience is mother of prudence,' which was included in Richard Taverner's *Proverbes or Adagies*.

> The exact wording, 'Experience is the best teacher,' appeared in the *Widow Bedott Papers* (1855) by Frances M. Whitcher.
>
> It also appears in *Wise Words and Wives' Tales: The Origins, Meanings and Time-Honored Wisdom of Proverbs and Folk Sayings Olde and New* by Stuart Flexner and Doris Flexner (1993).
>
> Another source gives the meaning and a later date for the first English rendering: 'One learns more from experience than from books'. The proverb has been traced back to *The Schoolmaster* (1570) by Roger Ascham.

Step 2

1 Answer specific questions about the quote.
  a Explain the literal meaning of the quote.
  b Why is experience considered to be the best teacher?
  c Do you agree with it?
  d Think of arguments in favour and arguments against.

Step 3

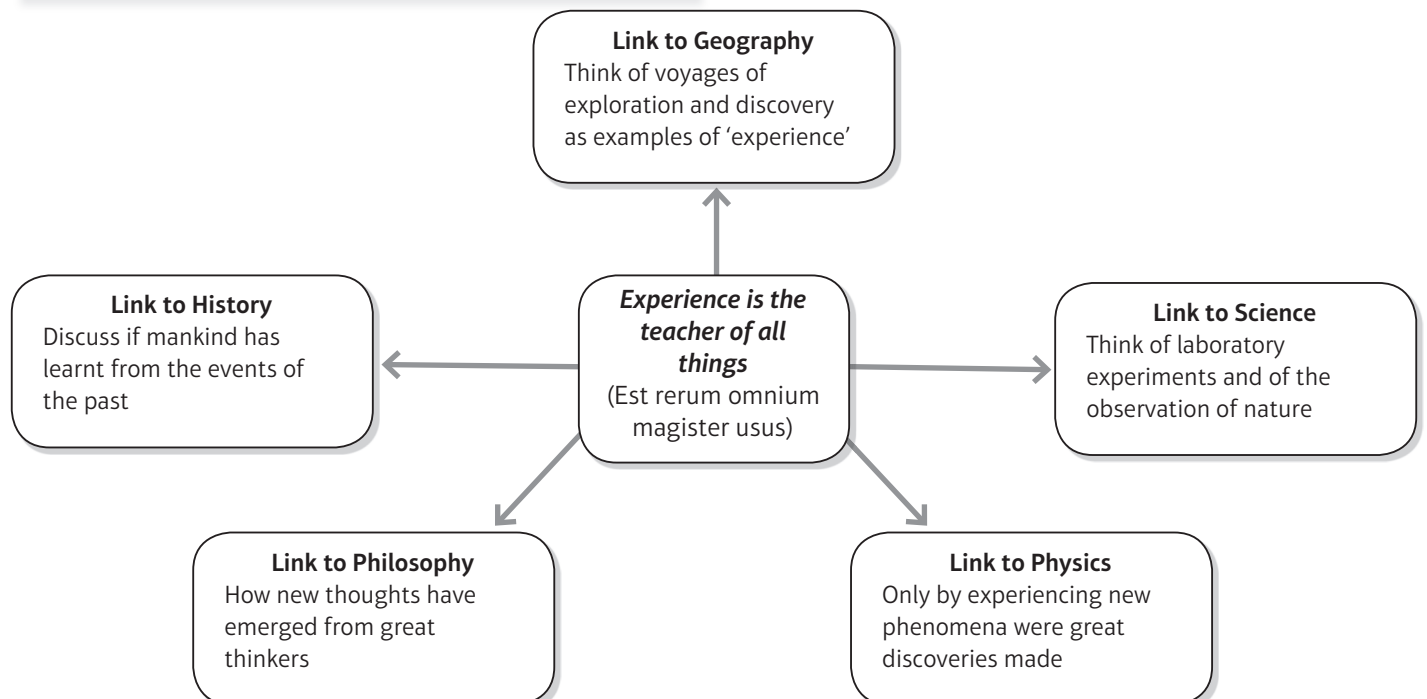**1 Link the quote to school subjects you have studied.**

2 Think of any other subject you can link to the topic. The examiner(s) may help you with further suggestions.

> **USEFUL PHRASES**
>
> The quote comes from …
> Its literal meaning is …
> Examples of the truth of this quote are …

Link to Geography
Think of voyages of exploration and discovery as examples of 'experience'

Link to History
Discuss if mankind has learnt from the events of the past

Experience is the teacher of all things
(Est rerum omnium magister usus)

Link to Science
Think of laboratory experiments and of the observation of nature

Link to Philosophy
How new thoughts have emerged from great thinkers

Link to Physics
Only by experiencing new phenomena were great discoveries made

Before the exam: Preparation and planning

What is the aim of this part of the oral exam?	To test your ability to interpret a photo or a work of art and use it as a springboard to connect with other subjects in the curriculum.
Which techniques do you need to use?	Observation of the whole and of details.
What should you think about?	The object it represents, the artist, the medium used, the style
How can you link this to other subjects?	Think about the content of the picture and its period.

Who or what does it represent?	**e**
What style of art is it?	**f**
Where can you see the original?	**g**

A drawing or a photo

Step 1

1   If you are given a picture of a work of art, think about:

What is it called?	**a**
Who is it by?	**b**
What medium does it use? (painting, sculpture, architecture…)	**c**
When was it done?	**d**

Step 2

1   Analyse the details of the picture.

> **USEFUL PHRASES**
>
> The painting shows …
> a person / a face / a landscape / a building
> It is in the style of …
> the Renaissance / the Baroque / Realism / Surrealism
> The medium is …
> oil / watercolour / pencil / charcoal / ink
> The colours are …
> vivid / brilliant / pale / soft

Step 3

1   Link the painting to school subjects you studied in your last year. Think of any other subject you can link to the topic. The examiner may help you with further suggestions.

Link to Latin and Greek
1 _____
_____
_____

Link to History of Art
2 _____
_____
_____

Shutterstock © Iisima

Link to Science (nuclear physics and DNA)
3 _____
_____
_____

Link to History
4 _____
_____
_____

Before the exam: Preparation and planning

What is the aim of this part of the oral exam?	To describe your work experience and its role in your future career.
Which method can you use?	Either a written report or an oral presentation.
What can you use for an oral presentation?	Written notes or a PowerPoint presentation.

Writing your report

> **Introduction**
> The name of the project
>
> **If you worked for a company:**
> **3.1** Who are they? What is their field of activity? What is the structure of the company that employed you?
> **3.2** Objectives: What were the objectives of the project?
> **3.3** Length of the project: how many hours did you work on the project? Was it during school hours or outside the school timetable?
>
> **The activity**
> **4.1** Tutoring at school and at work: Who shadowed you? Which activities did you carry out together?
> **4.2** Your tasks: What were your duties and responsibilities?
> **4.3** Criticism: Were there difficult moments? How did you overcome them?
>
> **Results and professional growth**
> **5.1** Were the objectives (2.2) reached?
> **5.2** What did you learn on a professional level?
> **5.3** Did you acquire new knowledge and ability to communicate?
> **5.4** Negative outcomes and proposed solutions
>
> **Conclusion**

Presenting your report orally

A Introduction
  1 **State the phase of the exam:**

   I'm going to report on my work experience.

> **STRATEGY**
>
> Focus the attention of the examiner(s) by making a bold statement, something like:
> This has been the best experience in my life.
>
> *Or* I will never again make the mistakes I made in my first work experience.
>
> *Or* My work experience has been an eye opener which has left me surprised.

  2 **State how you decided on your choice of experience:**

   To choose my work experience, I asked myself these questions.

Slide 1

B What are my skills and strong points?
  1 Mention hard skills, gained through education and experience, such as:
    a computer skills
    b languages
    c social media skills
    d technical skills
    e specific qualifications

  2 **Mention some of the core life skills, such as:**
    a critical thinking
    b creative thinking
    c decision making
    d problem solving
    e effective communication
    f empathy
    g self-awareness
    h interpersonal relationship

  3 **What are my weaknesses?**
    _____
    _____
    _____
    _____

  4 **What school subjects do I like?**
    _____
    _____
    _____
    _____

  5 **In what subjects do I excel?**
    _____
    _____
    _____
    _____

  6 **What is my ideal job?**
    _____
    _____
    _____
    _____

  7 **The name of the projects, or**
    The company you worked for.
    _____
    _____
    _____
    _____

C The activity I carried out
  1 **State the name of the company and the details of the job you did for them.**

   I'm going to present the company I worked for and my activity in it.

Slides 2–3

D Results and professional growth

I'm going to describe the objectives I reached and the skills I acquired. I will also talk about the difficulties of the task and how I learnt to solve some of them.

Slides 4–5

E Conclusion

What I have learnt:

a What idea about this field of work did I have before the experience?
b What idea do I have now?
c Did I have any prejudice or incorrect ideas about how this type of work is carried out?

What skills did I learn?

a Did my school years prepare me for it or will I have to follow specific preparation courses before entering this field of activity?
b What have I learnt about myself and others?
c Will I pursue this path or will I change it altogether?

Other skills I have developed:

▶ teamwork
▶ work ethic
▶ time management
▶ leadership skills
▶ collaboration
▶ analytical thinking
▶ attention to detail
▶ flexibility
▶ ability to cope with failure and to learn from mistakes
▶ ability to prioritise
▶ organisation and planning

STRATEGY

How to prepare a Powerpoint presentation

● Learn how to use Powerpoint by reading online tutorials.

● Write brief and clear points on separate slides.

● Use one slide only for each piece of information.

● Give some time for the audience to read each slide.

● Put your presentation on a USB stick in case the equipment doesn't work.

● Use a very visible font on a light background.

● Try to prepare answers to questions the audience might ask.

F Prepare a Power point presentation about your work experience with five or six slides, as shown above.

Talking about 'Gender Equality'

'*Achieve gender equality and empower all women and girls.*'

Before the exam: Preparation and planning

What is the aim of this part of the exam?	To test your knowledge of the political, legal and historical context in which you live.
What are the main areas of knowledge?	The Italian Constitution, the European Union, the 17 Sustainable Development Goals.
Explore answers to these questions:	When did the Constitution of the Italian Republic come into force? When was the European Union formed? What are the Sustainable Development Goals?

1 **THINK – Read the questions and tick the answers which are true.**

The Constitution of the Italian Republic
A When did Italy become a Republic?
1945 ☐   1946 ☑
B When did the Constitution of the Republic come into force?
1948 ☐   1958 ☐
C How many articles does it contain?
193 ☐   139 ☐

The European Union
A When was the Treaty of Rome signed?
1957 ☐   1960 ☐
B Which was NOT a founder member?
Germany ☐   France ☐   Italy ☐   The UK ☐
C Which treaty established the European Union?
Maastricht Treaty 1993 ☐
Lisbon Treaty 2007 ☐

D When was the euro launched?
1st January 1999 ☐   1st January 2001 ☐

The 2030 Agenda for Sustainable Development
A Who started the idea of the 2030 Agenda?
The EU ☐
The UN ☐
B When was the project launched?
2015 ☐
2001 ☐
C What was its main aim?
    a Helping space exploration ☐
    b Ending poverty ☐
    c Promoting music events ☐

2 **THINK – How many of the Sustainable Development Goals do you know? Write them down.**

3 **THINK – Which ones do you consider more important?**

4 **PAIR – Now discuss your answers to 1, 2, 3 with a partner.**

5 **SHARE – Share ideas with the class.**

During the exam

What concept are you going to talk about?	'gender equality'
Where does this concept appear?	In one or more articles of the Italian Constitution and in the Sustainable Development Goals.
Examples	Quote examples of how this principle is applied.
Links	Link to a number of school subjects.

1 **Quote the concept of gender equality in the Italian Constitution and in the SDGs.**

A Quote the text of the relevant article in the Italian Constitution and mention other articles reflecting the same concept.

B Quote the Sustainable Development Goal with the same principle.

C List the rights of women to education, health care, decent work, and representation in political and economic decision-making processes.

D Say that in many nations, gender discrimination is still incorporated into legal systems and social norms, and that the practice of child marriage is common.

2 **Say why this concept is important and needs to be stated and defended.**

> **USEFUL PHRASES**
>
> TThis concept is expressed in Article n. … and in Sustainable Development Goal n. …
> It refers to the rights of …
> The need for stating these rights is because society …

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3 **Find examples of this concept in other school subjects.**

English literature: give examples of the role of women in the XIX century quoting English novels like *Middlemarch* (1871–72) by George Eliot and *Jane Eyre* (1847) or *Shirley* (1849) by Charlotte Brontë.

The heroine in *Middlemarch*, the idealistic Dorothea Brooke, claims equal intellectual powers as her scholarly husband but he spurns her offer of collaboration and wants her to simply fulfill a domestic role. The novel presents some strong female characters such as Dorothea Brooke, Mary Garth and Rosamond Vincy, but it shows that despite their desire to fulfil a greater purpose, they have to use the male characters as mediums to carry out their wishes. This reflects the attitude to gender in Victorian society, which was so unable to appreciate gender equality that George Eliot herself decided to write under a male pseudonym to make sure she would achieve recognition as a writer.

An earlier example of the Victorian attitude to women is in *Jane Eyre*, which contains some sharp criticism of the treatment of women and the social roles assigned to them. However, the novel also demonstrates that women can live their lives on equal terms with men. What matters most are a person's strength of character and moral values, not their gender, as we can see in women characters such as Miss Temple, Rosamund, Diana, Mary and Jane herself.

Shirley deals with the theme of industrial unrest (Luddite movement in early XIX century) as well as with the role of women in society. In the novel the men are generally unwilling to accept women as equal and intelligent partners, the women are old maids, housewives, young girls with their sights set on marriage. A woman like Shirley is looked upon as a good match because of her money, not because she is intelligent, brave and courageous. Even in her case, the final word is said by a man, who will 'tame' her independent spirit and marry her.

History

The Suffragette movement founded by Emmeline Pankhurst in 1903, aimed at obtaining the right of women to vote. It used not only pacific methods like marches, civil disobedience and hunger strikes but also violent direct action like arson, cutting telephone wires, window breaking and use of bombs. In 1918 an act was passed allowing women to vote if over 30 and with property. In 1928 the voting was extended to all women over 21, exactly like the men had obtained ten years earlier.

The Feminist movement refers to a series of political campaigns for reforms on issues such as reproductive rights, domestic violence, maternity leave, equal pay, women's suffrage, sexual harassment, and sexual violence.

The *first-wave feminism* occurred in the 19th and early 20th century and focused on legal issues, primarily on gaining women's right to vote. There was a notable connection between the slavery abolition movement and the women's rights movement in the USA. The first women's rights convention, held in 1848, discussed the social, civil, and religious rights of women. On 21 November 1918 a UK Parliament Act was passed, allowing women over the age of 30 to vote. In 1919–1920 most US States approved the Nineteenth Amendment of the US Constitution which gave American women the right to vote. In 1928 UK women were granted the right to vote on the same terms as men (over the age of 21).

The *second-wave feminism* began in the early 1960s in the United States and lasted until the early 1980s. Whereas the first feminist movement had focused on overturning legal obstacles to gender equality (e.g. voting rights, property rights), this second wave broadened the debate to a wide range of issues: sexuality, family, the workplace, reproductive rights, de facto inequalities, and official legal inequalities. It also drew attention to domestic violence and marital rape issues, to the establishment of rape crisis centres and battered women's shelters, and changes in custody and divorce law. Two books are essential to second-wave feminism: *The Second Sex* (1949) by Simone De Beauvoir which discussed the treatment of women throughout history and *The Feminine Mystique* (1963) by Betty Friedan where she condemns the mainstream media image of the perfect nuclear family as rather degrading for women.

4 QUALITY EDUCATION

'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.'

During the exam

What concept are you going to talk about?	'education for all'
Where is it mentioned?	In the Italian Constitution and in the Sustainable Development Goals.
Examples	Quote examples of how this principle is applied.
Links	Link to a number of school subjects.

1 **Quote the concept of education for all in the Italian Constitution and in the SDGs.**
   A Quote the text of the relevant article in the Italian Constitution.
   B Quote the Sustainable Development Goal which has the same principle.

USEFUL PHRASES

The concept of the right to education for all is expressed in Article n. … and in Sustainable Development Goal n. …

This right needs to be stated because …

The most impressive statement about this topic was made by …

STRATEGY

Start with an interesting fact or an anecdote. For example, tell the story of Malala Yousafai. (1)

Give an outline of how you'll discuss the concept presented to you.

Give brief information based on the time you have for your presentation.

(1) *Malala Yousafai received the Nobel Peace Prize in 2014 for her campaign to support the right of every child to education and to outlaw discrimination in Pakistan against girls going to school. In her speech at the United Nations on 12 July 2013 she famously said 'One child, one teacher, one pen and one book can change the world'.*

2 **Say why this concept is important and needs to be stated and defended. Think about:**
   A How many people do not have access to education?
   B What are the consequences of lack of education?

3 **Find examples of this concept in other school subjects.**

STRATEGY

For example, English Literature, History, Philosophy, Italian Literature, etc.

For example, decide if you can present a brief **history of compulsory education in Italy** from the Casati Law of 1859 to the Gentile Reform of 1923 in the fascist era through to modern times.

Or, you may prefer to give **examples of the development of the concept of education in the 19th and 20th centuries**.

The **Montessori Method of Education** (early 20th century) is a child-centered educational approach based on scientific observations of children. The Montessori method views the child as the one who is naturally eager for knowledge and capable of initiating learning in a supportive, thoughtfully prepared learning environment. It attempts to develop children physically, socially, emotionally and cognitively. The method has been used for over 100 years in many parts of the world.

Don Milani and the school of Barbiana. In the 1950s Milani with his pupils in the mountain village of Barbiana denounced the inequalities of a class-based educational system that advantaged the children of the rich over those of the poor. Eight boys from the school of Barbiana produced the book later published as *Lettera a una professoressa* (1967), using the 'group writing' method inspired by Mario Lodi and Célestin Freinet. The book, translated into about forty languages, introduces many of the themes that became prominent in the later development of the Sociology of Education. The text became a manifesto for the '68 movement, serving as an indictment not only of the Italian schooling system but also of Italian society at large.

Rudolf Steiner and the Waldorf School. In a 1907 essay on *The Education of the Child* Steiner described the major phases of child development which formed the foundation of his approach to education. In 1919, he was invited to lecture to the workers of the Waldorf-Astoria cigarette factory in Stuttgart. Out of these lectures came a new school, the Waldorf school. In 1922, Steiner presented these ideas at an

Oxford Conference and in 1924 at a Torquay teacher-training course, which led to the founding of the first Waldorf schools in Britain. During Steiner's lifetime, schools based on his educational principles were also founded in London, Hamburg, Essen and The Hague. There are now more than 1000 Waldorf Schools worldwide.

Project

Search the internet for the website of each individual goal, by typing the address

https://www.un.org/sustainabledevelopment

+ the name of the goal

Summarise:

- the situation regarding this problem today
- the main actions needed to achieve such a goal
- what progress has been made so far

Write a presentation with 6 slides and present it to your class.

Esame di Stato Support Guide Answer Key

Curriculum Links: A literary text

Step 1
1 Student's own answers
2 This is an excerpt from a novel.
3 Life of workers in an industrial town.
4 *Hard Times* by Charles Dickens.
5 The author describes the scene as seen by one of the workers.
6 The passage is about the effects of industrial routine on human life. The message is that human beings cannot be turned into machines.
7 The language is literary and figurative, not colloquial but easily accessible to the reader. It makes use of metaphors and personification (*fairy palaces, serpents of smoke, mad elephants*), descriptions appealing to the senses (*sights of the night turning into day, noise of clogs, bells, machines*), onomatopoeia (*crashing, smashing, tearing piece of mechanism*). Sentences are structured with rhythmic repetition (*the capacity for good or evil, for love or hatred, for patriotism or discontent, for the decomposition of virtue into vice, or the reverse*).

Step 2
1 Student's own answers
2
a) Coketown is an industrial town. The name was invented by Dickens but the description is typical of an English industrial town in the early XIX century.
b) Stephen is a worker in a factory.
c) It is early morning.

Step 3
2
a) Factories.
b) The plumes of smoke coming from factory chimneys.
c) Factory machines.
d) Factory workers.
e) Barrels and old iron, heaps of coals, ashes.
3 Ironic
4 Student's own answers

Step 4
1 Student's own answers
2 Student's own answers
3 Suggested Answers:
a) History; c) Science; d) Environmental Science; e) Geography; f) Philosophy
4
1 second half of the XVIII century
2 until end of the XIX century

3 manufacturing of textiles, machinery, transport

4 use of machines for production of textiles, increased use of coal, steam power and water power, new chemical manufacturing and new iron production processes

5 in the north of England (Lancashire, Yorkshire, Cheshire)

6 in the north of England

7 air pollution, water pollution, industrial waste

8 long working hours, unhealthy factory conditions, child labour

9 urbanization with unhealthy conditions of houses and sanitation – slums; child labour, long working hours, illnesses, malnutrition, the Corn laws (imposing import duties on all grains, and creating starvation among the poor classes)

10 economic growth; increase in productivity, and, later, in availability of clothing and food products; increase in literacy; development of a middle class of industrialists and businessmen

5 Student's own answers

Curriculum Links: A quotation

Step 1
1 The earliest known version of this proverb appears in *De Bello Civili* (c. 52 B.C.) by the Roman dictator Julius Caesar.

Step 2
1

a) Most wisdom is gained by experiencing different things compared to acquiring knowledge through schooling. Most people learn more by doing something than by reading about it.

b) You can't grow as a person without making a few mistakes. So, it is important to learn from what you have experienced in life and use that as a tool for personal growth. You can't achieve personal growth in life without experience.

c) Suggested answers:

Yes

• You learn the real lesson. Experience teaches you about the real things in life. You can learn something when you read about things, but the true form of education comes with the real-life experience.

• Experience leads to personal growth. You can't grow as a person without making a few mistakes. So, it is important to learn from what you have seen in life and use that as a tool for personal growth.

• You get to know your friends and your enemies. In rough times you get to see who stands by your side and who doesn't. This experience tells you the difference between people who are your well-wishers and those who are just pretending to be.

• Experience teaches you to be calm and to manage things in a better way in the future. So, when you deal with a rough situation, you learn to remain calm and composed and you draw a life lesson from it.

No

Some people disagree and say that experience is the name everyone gives to their mistakes.

Curriculum Links: A picture/photo

Step 1
1
a) Galatea of the Spheres
b) Salvator Dalí
c) Portrait, in oil
d) 1952
e) Gala Dalí, the painter's wife
f) Surrealism
g) The Dalí Theatre-Museum in Figueres, Spain

Step 3
1 Galatea is a name from Greek mythology. It refers to the statue created by Pygmalion and called Galatea, which the sculptor fell in love with. The story is recounted by the Roman poet Ovid in his *Metamorphoses* written in the 1st century BC.
2 Surrealism created strange images from everyday objects, and developed painting techniques that allowed the subconscious and the unconscious to be expressed.
On further analysis we can see elements of the Renaissance in the depiction of the woman, whose head has a gentle tilt like a Madonna by Leonardo or a Venus by Botticelli/
3 The image of the woman is made up of a number of spheres which look like the atomic particles in scientific drawings of "matter". It represents Dalí's interest in theories about atoms. By the time he painted this, nuclear physics had discovered that matter was made up of atoms which did not touch each other, so Dalí sought to replicate this in his art, and drew items suspended in the air and not in contact.
'Galatea of the spheres' is an example of how molecular structure is transformed by an artist mimicking aesthetically the structure of DNA.
4 Dalì knew about the theory of the disintegration of atoms and was greatly shocked by the first atomic bombs (Hiroshima and Nagasaki, August 1945).

A Report about Work Experience

Student's own answers

Citizenship

Before the exam
1
The Constitution of the Italian Republic
a) 1946
b) 1948
c) 139
The European Union
a) 1957
b) The UK
c) Maastricht Treaty 1993
d) 1st January 1999

The 2030 Agenda for Sustainable Development
a) The UN
b) 2015
c) Ending poverty
2 Student's own answers
3 Student's own answers
4 Student's own answers
5 Student's own answers

During the exam
1
a) Italian Constitution Article 37:
La donna lavoratrice ha gli stessi diritti e, a parità di lavoro, le stesse retribuzioni che spettano al lavoratore. Le condizioni di lavoro devono consentire l'adempimento della sua essenziale funzione familiare e assicurare alla madre e al bambino una speciale adeguata protezione. La legge stabilisce il limite minimo di età per il lavoro salariato. La Repubblica tutela il lavoro dei minori con speciali norme e garantisce ad essi, a parità di lavoro, il diritto alla parità di retribuzione.
b) Sustainable Development Goal 5:
Achieve gender equality and empower all women and girls.
c) Article 48 equal rights to vote, Article 51 equal right to public offices, Article 117 equal right to participate in social, cultural and economic life
d) Student's own answers
2 Student's own answers
3 Student's own answers

Talking about 'Quality Education'

During the exam
1
a) Italian Constitution Article 34: *La scuola è aperta a tutti.*
b) Sustainable Development Goal 4: *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.*
2
a) More than 70 million children of primary education age are not in school and 759 million adults are illiterate and do not have the awareness necessary to improve both their living conditions and those of their children.
b) Lack of skilled labour, unemployment, less productivity, low standard of living, gender inequality, also poor health or nutrition deficiency.
3 Student's own answers