

Argomenti domande prova di Musica AD3

- Analisi formale di una pagina di Schumann per pianoforte per classe terza media
- Competenze che si acquisiscono con la pratica del canto corale (senza specificare prerequisiti, classe, presenza di Bes ecc.)
- Diffusione all'estero della lingua italiana attraverso il melodramma (una lezione).
- Quale attività musicale comporta un esercizio di cittadinanza.
- Lezione su come spiegare i parametri del suono a una classe (generica) di scuola superiore (sic).
- Diffusione della chitarra partendo da jazz, pop, rock o classica o etnica.

Argomenti domande classe A50

- Ripercorrere le tappe della storia della genetica tra '800 e '900, dalla riscoperta di Mendel da parte di Bateson fino agli esperimenti di Morgan. Da specificare l'interdisciplinarietà.
- Una uscita didattica a scelta tra un museo di storia della scienza o un parco naturalistico da inserire nel percorso curricolare di una classe seconda di un istituto a scelta.
- Uscita didattica della domanda precedente, in cui però bisognava esplicitare le competenze chiave dell'asse scientifico-tecnologico che avrebbero dovuto sviluppare gli alunni.
- Trasposoni e come questi possono essere usati per spostare cromosomi all'interno della stessa cellula o da una cellula all'altra. Ipotizzare un percorso didattico.
- Trasposoni della domanda precedente, in cui bisognava ipotizzare una prova di verifica da sottoporre ai ragazzi.
- Il tema delle risorse energetiche rinnovabili (solare, eolico, biomasse, idrogeno, nucleare) e non rinnovabili (carbone, petrolio, gas) da proporre ai ragazzi di una seconda classe. Specificare le tematiche trattate e l'eventuale interdisciplinarietà.
- Due testi in inglese sui programmi europei di scambio culturale. Per ognuno dei due testi, 5 domande a risposta multipla dello stesso stampo delle domande che vengono proposte per la certificazione B2 di inglese: due risposte palesemente sbagliate, e quindi facilmente scartabili.

Prima Traccia testo in lingua inglese di una delle prove computer based

Literacy, numeracy and basic maths and science are key foundations for further learning as illustrated in the accompanying Education and Training Monitor 2012, and are a gateway to employment and social inclusion. These skills are nonetheless being redefined by the ongoing digital revolution, as new forms of reading and writing and the diversity of information sources are changing their very nature. Across the EU, reforms have streamlined curricula. They have introduced national standardised tests; established an infrastructure of literacy, maths and science centres; created teacher networks and continuing professional development; and stepped up action to improve digital and media literacy. Nevertheless, underperformance remains and addressing low achievement is now urgent. The share of 15 year olds in Europe that have not acquired basic skills is around 20%, while five countries have over 25% low achievers in reading. Member States need to introduce new systemic reforms to strengthen early screening and intervention for learning difficulties and to replace repetition or ability grouping with increate learning support. These efforts within compulsory schooling need to be preceded by high-quality, accessible and affordable early childhood education and care. They should be complemented with family literacy and numeracy programmes as well as high quality adult basic skills programmes, articularly through workplace learning. Efforts are necessary to increase the current alarmingly low participation levels in adult learning in most Member States , and new evidence-based policies are needed drawing on the results of the PIAAC survey . The average adult participation in lifelong learning in the EU is 8.9%. In seven Member States the adult participation is as low as 5% or less. While language learning is important for jobs and needs particular attention In a world of international exchanges, the ability to speak foreign languages is a factor for competitiveness. Languages are more and more important to increase levels of employability and mobility of young people, and poor language skills are a major obstacle to free movement of workers. Businesses also require the language skills needed to function in the global marketplace. (Seguono 5 quesiti a risposta chiusa).

Seconda Traccia testo lingua inglese prova di Lettere (A022-A012 AD04)

Transversal skills such as the ability to think critically, take initiative, problem solve and work collaboratively will prepare individuals for today's varied and unpredictable career paths. Attention should be particularly focused on the development of entrepreneurial skills, because they not only contribute to new business creation but also to the employability of young people. However, at the national level only six Member States have a specific strategy for entrepreneurship education. To address this, in 2013 the Commission will publish policy guidance to support improvements in the quality and prevalence of entrepreneurship education across the EU. Member States should foster entrepreneurial skills through new and creative ways of teaching and learning from primary school onwards, alongside a focus from secondary to higher education on the opportunity of business creation as a career destination. Real world experience, through problem based learning and enterprise links, should be embedded across all disciplines and tailored to all levels of education. All young people should benefit from at least one practical entrepreneurial experience before leaving compulsory education. Measuring the impact of this work is important, and to support member States the Commission will identify tools to assess progress and demonstrate the acquisition of entrepreneurial skills. At the level of individual institutions progress will be boosted by a selfassessment framework, carried out jointly with the OECD, to guide and advance the development of entrepreneurial education institutions at all levels including schools and vocational education and training (VET).