

Prova PRI_I_SUP

Scuola primaria

Domande a risposta aperta

Quesito 1 - Una scuola che adotti la didattica laboratoriale è pensata come "luogo" dove la conoscenza ha origine dall'osservare, dal fare ipotesi e previsioni, dal comunicare e dal discutere insieme. Scegliendo uno dei campi di esperienza/ambito del sapere, il/la candidato/a illustri le basi teoriche ed empiriche di tale affermazione e descriva un percorso educativo-didattico specificando:

- le caratteristiche della classe a cui è rivolto
- gli obiettivi e i risultati attesi
- le attività da proporre
- le modalità di documentazione e valutazione previste

Quesito 2 - "I bambini si presentano alla scuola primaria con un patrimonio linguistico significativo, ma con competenze differenziate, che vanno attentamente osservate e valorizzate" (Indicazioni Nazionali).

Il/la candidato/a:

- discuta tale affermazione facendo riferimento agli studi in questo ambito
- delinea una possibile attività per lo sviluppo delle competenze linguistiche in una classe del primo ciclo della scuola primaria.

Quesito 3 - Il lavoro di gruppo rappresenta una metodologia didattica strategica nella promozione degli apprendimenti e della collaborazione in classe. Il/la candidato/a delinea la cornice teorica di riferimento e illustri un intervento didattico in ambito storico specificando la strutturazione di spazi e materiali, l'organizzazione dei tempi e dei gruppi, le attività e le modalità di valutazione.

Quesito 4 - I bambini esplorano la realtà imparando a organizzare le proprie esperienze attraverso azioni come raggruppare, comparare, contare, ordinare. Il/la candidato/a discuta tale affermazione alla luce degli studi in questo ambito e descriva una attività specificando:

- le caratteristiche della classe a cui è rivolta
- gli obiettivi e i risultati attesi
- le attività da proporre
- le strategie educative e didattiche adeguate
- gli spazi e i materiali utilizzati, l'organizzazione dei tempi
- le modalità di documentazione e valutazione previste

Quesito 5 - Il rapporto tra scuola e territorio (extra-scuola) riveste un ruolo cruciale per la promozione di esperienze scolastiche diversificate e culturalmente significative.

Il/la candidato/a delinea una possibile attività didattica che contribuisca a perseguire tale finalità con bambini di una classe quinta della scuola primaria.

Quesito 6 - È compito peculiare del primo ciclo d'istruzione "porre le basi per l'esercizio della cittadinanza attiva, potenziando e ampliando gli apprendimenti promossi nella scuola dell'infanzia. L'educazione alla cittadinanza viene promossa attraverso esperienze significative che consentano di apprendere il concreto prendersi cura di se stessi, degli altri e dell'ambiente e che favoriscano forme di cooperazione e di solidarietà." (Indicazioni Nazionali)

Il/la candidato/a:

- discuta tale affermazione alla luce degli studi in questo ambito;
- descriva un esempio di attività di educazione alla cittadinanza attiva da proporre agli allievi di una classe quarta di scuola primaria specificando gli ambiti disciplinari coinvolti.

Domande a risposta multipla - EN

Quesito 7 Domanda A - -Choose the answer which fits best according to the text.

16 to 19 funding study programmes: work experience

All 16 to 19 year old students are funded for an individual study programme. The core aim of a study programme is a substantial qualification, which can be academic or vocational or work experience. The study programme must be tailored to the prior attainment of each individual student, have clear study and/or employment goals reflecting the student's prior attainment and should include

- substantial qualifications or work experience
- maths and English for students who have not achieved grade A* to C, GCSE, new GCSE 9 to 4 or equivalent qualification in these subjects by age 16
- high-quality work experience
- added value non-qualification activity

Work experience is designed to bridge the gap between education and the world of work. It can help young people become aware of jobs they have not previously thought of, help inform career choices, offer a chance to prove themselves to an employer, enable young people to develop the relevant occupational skills and help instil the attitudes and behaviours expected at work.

Some vocational qualifications have work experience as an essential element. Here the purpose of the work experience element is to provide the student with the opportunity to practice skills in a supervised environment. This applied learning and practical training could take place in an institution's workshop, such as a college hairdressing salon, or on a college farm. It could also take place on employers' premises.

Students can do work experience as an enrichment activity, such as for those students whose study programme is academic, or where work experience is not required as part of the qualification. Work experience as an enrichment activity can add value to the study programme by preparing students for work. It enables them to explore the careers linked to the academic or vocational subjects they are studying and helps with their choice of further or higher education.

Retrieved from <https://www.gov.uk/guidance/16-to-19-funding-study-programmes-work-experience>

Students aged 16 - 19 are provided with financial help

- a) only for attending prestigious universities
- b) if they are engaged on programmes for their progress
- c) if they leave home and live alone to achieve their aspirations
- d) only to move forward in work experience

Quesito 7 Domanda B - -Choose the answer which fits best according to the text.

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Work experience aims at creating

- a) a dichotomy between education and the world of work
- b) a connection between education and employment
- c) the conditions for making more emotional decisions
- d) a link between new and former students

Quesito 7 Domanda C - -Choose the answer which fits best according to the text.

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Some vocational qualifications prioritize

- a) developing academic skills for the future
- b) spare-time activities during college education
- c) students' authentic work engagement
- d) the training of students for entering selective colleges

Quesito 7 Domanda D - -Choose the answer which fits best according to the text.

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Work experience can be an enrichment activity

- a) by providing academic students the chance to acquire more academic skills
- b) by enacting a strategy to learn from college education
- c) but can hinder the development of higher educational skills
- d) also for academic students

Quesito 7 Domanda E - -Choose the answer which fits best according to the text.

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Students can make their choice of further education

- a) thanks to summer school activities
- b) guided by a qualified team
- c) guided by experienced employers
- d) thanks to work experience

Quesito 8 Domanda A - -Choose the answer which fits best according to the text.

Using VET (Vocational education and training) pedagogies in short time-out measures

VET pedagogies tend to be a central characteristic of shorter-term time-out measures, which provide students

facing personal or academic difficulties a respite from their studies outside a typical classroom setting. There are ample national and local examples of time-out measures, which rely on VET pedagogies in Europe, as in the local authority run factory schools in Germany, which promote personal and social development and practical learning in workshops and companies. Students at risk of dropping out can enter a factory school for three months, even if many choose to stay longer as these schools meet their interests and capabilities better than their home school.

Factory schools (currently eight schools with up to 400 students) are an integral part of the regular transfer system in Hamburg since 2011. Most students in this programme have not achieved a lower secondary education certificate or left school with limited training maturity (including basic school knowledge and personal and social skills needed to progress in education and training). These schools are characterised by individualised approach, focusing on learner potential instead of weaknesses, for example missing skills, and on practical activities to encourage learning. The factory schools offer school-based learning elements and the simulated production process of a training company, focusing on practical work and support for personal development. Young people learn how to be responsible in production processes and get the chance to develop competences and skills and increase their self-esteem, for example, through direct contact with and feedback from customers in the school cafeteria.

The competence-based approach promoted in VET also supports (re)integration of learners into VET. The emphasis on what learners can do as a result of training (learning outcomes) is particularly important for those with work experience who want to return to VET. Many reforms introduced by the Member States have sought to give students an opportunity to undertake work and performance-based learning that can be accumulated to a vocational qualification.

Retrieved from www.cedefop.europa.eu/files/5558_en.pdf

Actions based on VET pedagogies

- a) allow students having problems at school to learn in non-traditional contexts
- b) can solve typical students' learning problems inside traditional classroom settings
- c) should thoroughly replace education taking place at school
- d) do not provide support to students with personal and academic difficulties

Quesito 8 Domanda B - -Choose the answer which fits best according to the text.

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In Germany, factory schools can help

- a) home schools become more interesting
- b) local authorities understand school failures
- c) students improve their personal and social skills, based on hands-on learning
- d) successful students to do better

Quesito 8 Domanda C - -Choose the answer which fits best according to the text.

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In factory schools, the learning process is focused on

- a) the development of personal competences and skills
- b) the awareness of personal weaknesses
- c) the achievement of a lower secondary education certificate only

- d) solely on customer care and satisfaction

Quesito 8 Domanda D - -Choose the answer which fits best according to the text.

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The measures included in VET aim at combining

- a) traditions and reforms in school education systems through distance learning
- b) a variety of approaches independently from each student's individual features
- c) school knowledge and practical training
- d) national and local special educational needs

Quesito 8 Domanda E - -Choose the answer which fits best according to the text.

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These measures may also

- a) hamper the training in corporate settings
- b) have school leavers join the VET system
- c) impede the achievement of a formal vocational qualification
- d) curb opportunities to undertake other working experiences