



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2019

Marking Scheme

Italian

Higher Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.



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State Examinations Commission

LEAVING CERTIFICATE EXAMINATION

2019

ITALIAN

HIGHER LEVEL

In reading this marking scheme, the following points should be noted:

- In all sections of the examination the answers given on the marking scheme are not intended to be exhaustive and therefore should not be considered as the only possible answers that may be accepted. Alternative expressions, phrases and words which convey a similar meaning to those on the published marking scheme are also acceptable
- A **forward slash** / before an answer indicates that the answer is synonymous with that which preceded it or is an alternative answer. Answers separated by a forward slash cannot therefore be taken as different answers.
- **Rounded brackets** () indicate material which is not considered to be essential in order to gain full marks.
- **Square brackets** [] indicate answers marked and discounted as they are the lowest-scoring excess parts.
- **Underlying** refers to key elements.
- In a question where a number of elements are required and not provided, marks will be deducted.

Listening test

Section A: Multiple choice questions

- Where two answers are circled and not cancelled, no marks are awarded.
- Where two answers are circled and one answer is cancelled, accept non-cancelled answer.
- Where only one answer is circled and is cancelled, accept this as the answer.

Section B: Dialogue 1– 2 – 3

- Where candidates provide inaccurate combination of points in their answers, full marks won't be awarded.

LISTENING COMPREHENSION

80 marks

READING COMPREHENSION

120 marks

WRITING

100 marks

Total marks: 300

GRADES	
1	270 – 300
2	240 – 269
3	210 – 239
4	180 – 209
5	150 – 179
6	120 – 149
7	90 – 119
8	0 – 89

LISTENING COMPREHENSION TEST

80 MARKS

Section A

16 marks (8x2)

1.
 - (a) Once a week
 - (b) Twice a week**
 - (c) Everyday
 - (d) On Saturdays only
2.
 - (a) Best food service
 - (b) Best location and excursions
 - (c) Best interior design
 - (d) Best price and services**
3.
 - (a) A new cycling route**
 - (b) A new train station
 - (c) A week-end away
 - (d) A new jewellery shop
4.
 - (a) A digital hub
 - (b) A business park
 - (c) A shopping centre**
 - (d) A garden centre
5.
 - (a) Set up an alert for ticket sales**
 - (b) A cookery class
 - (c) Write a concert review
 - (d) Purchase concert merchandise
6.
 - (a) Pay bills with your phone
 - (b) Shop online
 - (c) Store all shops' loyalty cards**
 - (d) Book a holiday
7.
 - (a) There will be a heat wave
 - (b) Temperatures will decrease
 - (c) It will be foggy in the morning
 - (d) It will be stormy**
8.
 - (a) Growing fruit and vegetables
 - (b) Water conservation
 - (c) Eating more fruit and vegetables**
 - (d) Reducing the consumption of sugary drinks

SECTION B

64 marks

Dialogue 1 Conversation between Daniele and Claudia

16 marks

1. Any *three* of

4 marks

(2+1+1)

- They are young
- They come from Africa/ India/They are foreign students
- They are learning Italian
- They are (really) determined (to learn the language)

2.

4 marks

He stayed in class (1m) with (other) volunteer (1m) teachers (1m) to learn /to prepare good classes /to prepare to become a good teacher (1m)

3. Any *two* of

4 marks

(2+2)

- The groups are small
- They do a lot of conversation
- They use images to teach words
- They are different from classes at school/not like school lessons

~~~~~

They do group work/they are put in groups 1m

The classes are fun 1m

There is a nice atmosphere 1m

They always have a break/they have break time for tea, coffee and dessert 1m

**4.**

**4 marks**

**(2+1+1)**

He is strict

He is demanding

He is funny

He has a big heart

### Dialogue 2

### Conversation between Sara and Giorgio

**16 marks**

**1. *One* of**

**4 marks**

She is taking (2m) a year off/gap year (2m) (to understand what she wants to do in life)

She is going/she wants/she is starting (2m) to work (2m)

~~~~~

A pause before University/ a break from studying 1m

She is not going to University (straight away) 1m

2. 4 marks
By the sea

3. 4 marks
She will have a month (1m) and a half (1m) of holidays/off (2m) (without interruption)

≈≈≈≈

She doesn't have to work for a month and a half 2m

4. 4 marks
You can look (1m) at the scenery (1m)/
You can chat (1m) with other passengers (1m)/
You can save money/it's cheaper (1m) if travel by night (1m)

≈≈≈≈

You can visit all the European capitals/cities 1m

Dialogue 3 Interview with Gianfranco Sforza 32 marks

1. **One of**
Chef/cook 3 marks
Hotel management

2. **Any two of** 6 marks
• In a pizzeria (3+3)
• Luxury (2m) hotels (1m)
• Cruise (2m) ships/boats (1m)

3. German 5 marks
Swiss (2+1+1+1)
Dutch
English

4. His French (1m) grandmother (2m) 3 marks

5. **Any two of** 6 marks
• The work (1m) is very (1m) hard (1m) (3+3)
• Long hours (2m)/The day (1m) is long (1m) and stressful (1m)
• You start (1m) early (1m) in the morning (1m)/ you have to prepare (1m) the food (1m) early (1m)
• You finish (1m) late (1m) at night (1m)

6. **One of** **2 marks**
Cooking/being a chef is trendy/in fashion
Thanks to programmes like Masterchef/ shows of his profession like Masterchef
~~~~~  
Because of Masterchef/because of TV shows *1m*
7. He will open (his own) restaurant **3 marks**
8. **Any two of** **4 marks**
- He is tired (1m) of busy life/city life/frenetic life (1m) **(2+2)**
  - (He wants to live in a) It's a quiet place (2m)
  - He wants to rediscover (1m) traditional tastes/flavours (1m)
  - He wants to rediscover/to taste (1m) high quality products/produce(1m)
  - He is becoming interested (1m) in grapes growing (1m)
  - Le Langhe is the home (1m) of the best vineyards (1m)

**SECTION A****READING COMPREHENSION****(60 marks)****Journalistic Passage****Gli "amici di penna" esistono ancora**

*Evidence is needed that candidates have understood the text. When manipulation is not necessary, material can be copied from the text. If manipulation is required and not done candidates will be penalised and 1 mark will be deducted.*

*Candidates may be penalised for excess and redundant material.*

*In the reading comprehensions of Section A and Section B, where candidates provide the same correct answer to two separate questions full marks will be awarded only once.*

**1. (a) Any *three* of** **6 marks**

- Donne e uomini di tutte le età **(2+2+2)**
- Persone maggiorenni
- Persone senza secondi fini
- Persone che non sono tentate dalla comodità di un'email
- Persone che non sono tentate dall'immediatezza di WhatsApp/da altre chat
- Persone che amano/gli amanti della corrispondenza vecchio stile

**(b) Any *four* of** **5 marks**  
**(2+1+1+1)**

Lettere, donne, persone, emozioni, richieste, relazioni, chat

**2. (a)** **4 marks**

Si iscrivono /Scrivono un messaggio/scrivono un post al gruppo Facebook (2+2)  
(Corrispondenza Italia) e raccontano di loro/ parlano della propria vita/ si  
presentano/confidano nel destino/confidano nel loro istinto

~~~~~

Scrivono un messaggio su Facebook/un post 1m

(b) **5 marks**

C'è chi ha iniziato sui banchi di scuola

~~~~~

C'è chi ha iniziato sui banchi di scuola e poi non ha più smesso 4m

Sui banchi di scuola 3m

Che da vent'anni porta avanti un'amicizia di penna 1m

**3. (a) *One* of** **5 marks**

- Non si è mai sentita sola
- Ha conosciuto persone di tutto il mondo
- Ha conosciuto nuove abitudini/tradizioni/costumi e usi differenti
- Ha trovato sostegno nei momenti difficili
- Con quelle lettere è come se avesse fatto il giro del mondo

**(b)** **5 marks**  
Attraverso la corrispondenza/le lettere/Scrivendo ai corrispondenti (1m) è riuscita a migliorare il proprio inglese (4m)

~~~~

Attraverso quelle lettere ho migliorato il mio inglese 3m
Ho migliorato il mio inglese 2m

4. (a) **One of**

5 marks

Quando il figlio (2m) fa il pisolino (pomeridiano) (3m)
Quando tutti (1m) dormono (2m) la sera (2m)

~~~~

La sera 2m  
Quando c'è silenzio 2m

(b)

5 marks

Lasciare perdere

~~~~

Ho deciso di lasciare perdere l'università 4m

5. **One of**

20 marks

Why

(5+5+5+5)

- Because they are not tempted/intrigued by the convenience of an email /because they are not intrigued/tempted by the quick messaging service of WhatsApp or other chats
- Because nothing compares to the feeling/the beauty of receiving/sending a letter by post.
- They prefer to write letters rather than using social media because it is more authentic/honest/genuine / They prefer to write letters rather than using social media to preserve the feeling of friendship from the frenzy of modern life.
- It's an opportunity to keep a deep relationship and create new ones.

~~~~

Because you never feel alone 2m

Because you get to meet people from all over the world 2m

Because you get to discover new traditions/cultures/ habits 2m

Because you get support and comfort when you are in difficulty 2m

Because you get the impression you visit places all over the world 2m

Because you get to improve your English 2m

Because some people are attracted to traditional means of communication 2m

**Two of**

**Giorgia**

- Having a pen pal is like having/going to a psychologist.

- Talking about yourself/your emotions/your feelings helps you to understand your life better/ helps you to look at your own life with another perspective/with different eyes /in a more analytical way.
- Writing to a person away from you helps you to learn to be patient (above all nowadays in a world where we expect everything instantly).

### **Serena**

- A pen pal understands you, doesn't judge you makes you more objective/sees your problem from the outside/is less involved than you/ helps you to understand better what you are going through.

≈≈≈

Her pen pal was there for her when she went through difficult moments/when she decided to drop university/had problems with her boyfriend of the time 3m  
Having a pen pal is very important 2m

**SECTION B****Unseen Literary Passage****(60 marks)*****Le otto montagne* (Paolo Cognetti)****1. (a)****5 marks**

- Era vietato fermarsi
- Era vietato lamentarsi per la fame/fatica/freddo

**(3+2)****(b)****5 marks**

Era preso (1m) a inseguire (1m) chiunque (1m) era/vedesse più in alto (2m)

**2. (a)****5 marks**

Veniva invaso (2m) dalla delusione (3m)

~~~~~

Voleva tornarsene a casa 3m

(b)

Any **two** of

6 marks

- Erano emigrati in città a trent'anni/avevano lasciato il Veneto a trent'anni
- Le montagne erano il loro primo amore
- A volte nominavano le montagne (Le Dolomiti) nei loro discorsi
- La madre era nata in Veneto/Alla madre piaceva osservare le cime lontane/ Le piaceva pensare alle montagne della sua giovinezza/Le piaceva ricordare quando era stata in quelle montagne e con chi == il padre era cresciuto in (Veneto) orfano di padre/guerra
- Avevano reazioni opposte alla stessa nostalgia

~~~~~

La madre era nata in Veneto 1m

Il padre era cresciuto (in Veneto) orfano di guerra 1m

**3. (a)**

**One** of

**5 marks**

Erano i posti dove si sono innamorati

Si sono sposati lì

Il matrimonio celebrato in montagna era il mito fondativo della loro famiglia

~~~~~

Un prete li portò lì da ragazzi 2m

(b)

One of

5 marks

I genitori (2m) si trasferivano/se ne andarono (2m) a Milano (1m)

I genitori (2m) lasciarono (2m) le montagne venete(1m)

~~~~~

La fine della stagione alpinistica 2m

I genitori si sposarono 2m

Caricarono in macchina gli scarponi di cuoio, i pantaloni alla zuava, la gravidanza di lei e il contratto di assunzione di lui 2m

**4. (a)****4 marks**

La calma non era una virtù che mio padre tenesse in considerazione

~~~~~

La calma non era una virtù 2m

- (b) Any **five** of **5 marks**
Palazzo, viale, traffico, asfalto, strada, tombini, auto, furgoni, **(1+1+1+1+1)**
motorini, camion, autobus, ambulanze, settimo piano, edifici, frastuono

5. Four points are required: 20 marks
(5+5+5+5)

- He was not inclined to meditate; he was very stubborn and arrogant.
- He was (overly) competitive; he was climbing the mountains/He had his own way of hiking without sparing himself.
- He didn't allow anyone to stop/to complain about cold/hunger/tiredness but you could sing a song in the (heavy) rain/in the thick fog.
- He never waited for anybody even when he was younger/because he was focused on going ahead.
- When he was on top of the mountain he was taken/overcome by a feeling of disappointment and wanted to go back to Veneto/his home.
- He left Veneto/Moved to Milan when he was 30, his dad died at war
- He wasn't very calm/ he is impatient but living in a city he would need to be calmer.

~~~~~

He loved the Dolomites/hiking/the Mountains 1m

He was controlling 1m

He was short tempered 1m

### **Mother**

- She had met her husband when they were young/she had captured his attention by showing him she was good at climbing.
- She had later become more interested in looking at nature/ she liked sitting on the field/put her feet in a stream/recognise the name of flowers/plants rather than running.
- When she was on top of a mountain she liked to look at the far away peaks/ and think about her mountains/think when she was young/think about who was with her /she was (getting) nostalgic.
- She left Veneto in her 30s where she was born/she moved to Milan in October 1972 when she was 30/ pregnant.
- She loved the mountains/The Dolomites and she mentioned them often when she was talking to her husband.

### **Wedding**

- The priest who brought his parents to the mountains/for the first time/when they were young/ married them in the Tre Cime di Lavaredo/in the mountains/where they fell in love /outside a (little) church/in autumn/ on (a Saturday) in October/ in 1972.
- His mother's family opposed to their marriage for unknown reasons to the narrator; just four friends attended the ceremony.

~~~~~

It was a small wedding 1m

B 2. Literary passage from prescribed novel

A. *Bianca come il Latte Rossa come il Sangue* (Alessandro D'Avenia)

1. (a) 5 marks

Per provare (1m) la spider/la macchina/la decappottabile (2m) del fratello (1m) del suo compagno (1m)

~~~~

Ha fatto quello che voleva per la prima volta 3m

Per provarla 2m

(b) 5 marks

Oggi (1m) non sarebbe (1m) l'uomo (2m) che è (1m)

~~~~

Non avrebbe ricevuto le risposte di cui aveva bisogno 4m

Non avrebbe ricevuto le risposte 3m

Oggi non sarei l'uomo che sono 3m

E le risposte di cui avevo bisogno le ho ricevute in un giorno ..scuola 2m

Ho cercato da solo quello che volevo a costo di essere punito 1m

2. (a) 5 marks

(iii) Sorpresa

(b) **One** of: 5 marks

Perché Leo deve accettare le conseguenze (3m) per non essere andato a scuola (2m)/

Perché deve prendersi la responsabilità (3m) di non essere andato a scuola (2m)/

Perché fa parte del gioco di prendersi le proprie responsabilità (3m) per non essere andato a scuola (2m)

3. (a) 5 marks

Leo è disposto a rischiare l'anno scolastico (3m) per qualcosa a cui tiene **(3+2)**

veramente/per Beatrice/per qualcosa di serio/per qualcosa che non è una fesseria (2m)

(b) **One** of 5 marks

Perché prima Beatrice e poi suo padre lo sorprendono/

Perché non si aspetta che suo padre gli dica le parole di cui ha bisogno/gli dica quelle cose/

Perché suo padre lo capisce per la prima volta/

Perché non si aspetta che suo padre reagisca così

~~~~

Perché si rende conto che suo padre si fida di lui 4m

4. (a) 5 marks

Che è andato a trovare Beatrice

(b)

5 marks

Perché il padre gli dà il permesso (2m) di andare a trovare Beatrice (2m) anche se è in punizione (1m)

~~~~~

Perché suo padre lo tratta da uomo/Perché hanno una conversazione da uomo a uomo 3m
Perché parlerà con la madre 2m

5. The candidate must refer **both** to the passage and to the novel as a whole

20 marks

Points from the passage

(5+5+5+5)

- Like Leo, he skipped school and went to the see to try a car instead
- If he had gone to school that day, he wouldn't be the man he is today/ he would be a different person
- He got the answers he was looking for when he didn't go to school
- The day he didn't go to school, for the first time he looked for what he wanted on his own (without being told what to look for)
- The day he didn't go to school, for the first time he didn't mind being punished/he was ready to accept the punishment/accept the consequences of his actions.
- He understands perfectly how Leo is feeling.
- He shocked Leo when he told him how he met his mother.
- He doesn't want to know why Leo didn't go to school that day but he says to him that he trusts him.
- He is now saying the words that Leo needs to hear, he has never talked to him like that
- He knows now that Leo really cares for something and he is willing to repeat his school year
- He could teach Leo one or two tricks to prevent silly mistakes/being caught
- For the first time they are having a man to man talk/they have a better relationship now
- He grants Leo permission to go and visit Beatrice while grounded/He is very understanding to grant Leo permission to visit Beatrice
- He will talk and convince his mom about Leo's only exception to go and visit Beatrice.
- He teaches Leo that he has to face up to his responsibilities and accept being punished for missing school/and accept the consequences of his actions.

Points from the novel

- He is always tired/late coming home from work, doesn't listen to him/doesn't take him seriously (3m)+ example (2m)
- They don't get on very well (3m)+ example (2m)
- Proud of him/He is very supportive of Leo's wishes (3m)+ example (2m)
- His father opens up to Leo (3m)+ example (2m)

B. A ciascuno il suo (Leonardo Sciascia)

1. (a) 5 marks

Dai soci del circolo e da chi frequentava (abituamente) la farmacia (3+2)

- (b) **One of** 5 marks

Tengono segreto (1m) il nome (1m) del luogo (1m) dove andranno a caccia (2m)/

Raramente comunicano (1m) a terzi (1m) il luogo (1m) di caccia (2m)

Si vogliono trovare (1m) soli (1m) e primi (1m) su un terreno (1m) vergine (1m)

Mantenevano il segreto (1m) sul luogo (1m) della battuta (2m) solo chi partecipava ne era a conoscenza (1m)

Il luogo (1m) della battuta (2m) era tenuto segreto (1m) solo chi partecipava ne era a conoscenza (1m)

~~~~~

Tenevano il segreto/raramente veniva comunicato a terzi 2m

2. (a) **One of** 5 marks

Che gli pareva dicesse della reticenza del farmacista a rivelare il segreto anche alla moglie  
No, non mi aveva detto niente

~~~~~

Che gli pareva dicesse della reticenza del farmacista a rivelare il segreto anche alla moglie,
e quando già era sulla partenza 4m

gli pareva dicesse della reticenza del farmacista 3m

- (b) 4 marks

Manno: la morte/ la perdita della sua vita

(2+2)

vedova Manno: perdita della faccia/perdita della reputazione

3. (a) Any **three of** 6 marks

È stupida

(2+2+2)

È ignorante

È una poveretta

Andava in farmacia per il suo bisogno

Trema solo a sentire parlare dei carabinieri

I carabinieri le hanno fatto dire/le hanno messo in bocca quel che volevano

Ha raccontato la storia di una scena di gelosia della vedova a suo marito

- (b) 5 marks

Per i vizi del farmacista Manno

~~~~~

I vizi di mio marito 4m

Per colpa di Manno 3m

4. (a) 5 marks

Perché non vuole rivelare/non vuole fare brucianti considerazioni

~~~~~

Per chiudervi altre più brucianti considerazioni 3m

(b) Any **two** of

(È un uomo che) si occupa soltanto dei suoi studi
(È un uomo che) si occupa soltanto dei suoi libri
Non ha tempo di occuparsi di certe cose
Non ha tempo di vedere certe cose

5 marks

(3+2)

5. Candidate must refer **both** to the passage and to the text as a whole

20 marks

From the passage

(5+5+5+5)

- She thought that maybe her husband was going hunting in the Cannatello area on the day he and Dr Roscio had been killed.
- She wasn't aware that her husband had received anonymous letter
- She feels very embarrassed by the allegations against her husband/ she is mortified because of the insinuations/the gossip about her husband,
- Her husband had never given her any reason to believe that he was unfaithful.
- She is convinced that her maid was forced to say that Mr & Mrs Manno were arguing over the young girl (who supposedly was having an affair with her husband)
- She resents that the Roscios, and the Rosellos and even the Arciprete/people are speculating on the killing of her husband and Roscio/ she resents that they are saying that Roscio died because of her husband immoral behaviour/ that the Rosellos are trying to steer the narrative their way.
- She hints at the fact that she, like all the town people, knows what goes on around her.
- She implies that she knows who is responsible for the double murder and why.
- She suddenly stops talking as she doesn't want to reveal other facts about the killing/the culprit.
- She feels sorry for Roscio and his unlucky fate to be within the Rosello's family
- She expresses her honest opinion of Prof. Laurana who won't be able to see what she and the rest of the town can see.

~~~~~

She does not think much of the Rosellos 2m

*From the novel:*

- She belongs to a very prestigious family; (3m) she was the descendant of the very famous Mercuzio Spanò (2m), Doctor of Law/Undersecretary of the postal service.
- She is tormented at night by the suspicions that her husband might have been unfaithful to her
- Doubts her husband about his loyalty/integrity she was talking to all the pictures portraying her beloved husband.
- Her family never forgave her for marrying Manno, they did everything they could to stop her

- She went to school with Luisa Roscio and she hints at the fact that Luisa Roscio was not a "nice" person/ petty schoolgirl malice.

~~~~~

Minor character that is symbolic of the hypocrisy of Sicilian society because she accepts situations that she does not believe in *2 m*

She is symbolic of the hypocrisy of Sicilian society *1m*

B 3 Essay on prescribed text

Use the descriptors in Appendix 1

- Reference to the text is important
- Knowledge of the text to be rewarded
- Quality and NOT quantity is important
- **Three** relevant points, well-argued and supported from the text, are sufficient.
- Title and characters' names translated into English will be penalised.
- A short introduction and conclusion are required.
- Factual errors will be penalised

A Bianca come il latte, rossa come il sangue

1. The importance of having a dream and pursuing it is one of the main themes of the novel:

- This concept is promoted by *il Sognatore* and is readily accepted by Leo.
 - *Il Sognatore* reinforces his message at every opportunity, also warning Leo that sacrifices need to be made because of it and setbacks are to be expected. It is in overcoming and conquering difficulties that we transform our dreams into reality; we grow stronger, use courage and achieve great things.
 - It takes time for Leo to accept the concept; he becomes excited and intrigued at the idea of having a dream of his own.
 - Slowly but surely he becomes focused on his dream "Beatrice"; the pursuit of his dream leads Leo through the painful loss of Beatrice and the discovery of true love with Silvia.
 - Having a dream is in and of itself extremely significant and the tenacious and passionate pursuit of that dream is of immeasurable importance: his teenage angst is alleviated a little as he has a sense of purpose; he is inspired to improve his life.
 - Helping Bea write in her diary Leo realises that his dream is to be a writer. He uses his love and appreciation of Beatrice to write a manuscript.
-

2. Beatrice's significance in Leo's life: Beatrice, from when Leo first fell in love with her, throughout her illness and subsequently her death, has a huge impact on his life and is an enormous influence on the character of Leo.

- Their friendship plays an important part in Leo's life as it brings out the best in him and he matures significantly; he becomes more loyal, stronger, kinder, more compassionate and less self-centred.
- She makes him aware of his feelings for Silvia. She teaches him what love is and how to really love.
- She renews some of his faith in God
- Beatrice is Leo's saviour – he finds in her the true value of life, she helps Leo to evaluate his whole life.

B A ciascuno il suo

1. A minor character but of great significance in the novel

- He represents the shady position of the Church in their society
We come to learn that he became a priest not for devotion
- He is described as a freethinking man who was detested by his superiors and cherished by the people. In this way he represents the common man.
- He is an avid art collector and also makes a profit from this. He represents the sin of greed and the desire for money and material things
- He profoundly despises Arciprete Rosello and he would be delighted to hear and spread any rumors that would cast the Rosellos in a bad light.
- He is a very knowledgeable man who understands and acts as the conduit to give us inside information on how Sicilian society works at that time; the corruption endemic in it and the fact that mafia culture is a part of life.
- He talks to naive Prof. Laurana "*debbo dirle che lei campa con la testa nel sacco*" and guides him in this search for the truth.

- After his conversation with Prof Laurana/the phone call to the chaplain, we come to know that the anonymous letter wasn't sent by someone from the parish of Sant'Anna but by someone close to the Arciprete Rosello.
-

2. Justice cannot be done in the novel because:

- The guilty party is free, there is no sense of retribution as the guilty party goes unpunished
- A false sense of equilibrium/ balance was established instead, a cover-up
- People refuse to cooperate with the investigation/they don't want to seek justice. Most people are afraid and say nothing; they respect the code of Omertà and in doing so prevent any chance of justice being done.
- The lack of police involvement in the murder; they are helpless in against a circle of people who protect and conceal each other.
- Prof. Laurana's investigation is not dictated by the will to restore justice; he sees his investigative adventure as an intellectual challenge, one at which he believes he will excel. He has no intention of denouncing the crimes to the authorities when he solves the murders.

Section C WRITING

100 marks

Quality NOT quantity

Simple correct good Italian

Variety of tenses and phrases, rich vocabulary, link words and idiomatic expressions should be included in answers.

In C1 and C2 where the marks awarded for content and communication are 7 or less, language will be marked out of 5.

In C3 where the marks awarded for content and communication are 12 or less, language will be marked out of 7.

1. Composition linked to journalistic passage

25 marks

Content and communication 15 marks Language 10 marks

Use the descriptors in Appendix 2

An introduction and conclusion are required

- Introduzione
- Cosa rappresenta
- Modo migliore
- Come passate il tempo+tenere in contatto
- Conclusione

2. Guided composition

25 marks

Content and communication 15 marks

Language 10 marks

Use the descriptors in Appendix 2

Candidates must not produce something learnt off by heart and off the point. It is not necessary to use all the words or phrases given.

12 marks for points covered and well expanded

3 marks for overall coherence

3. Formal Writing

50 marks

- Correct register, full and appropriate greeting and ending spelt correctly, full signature are required for full marks
- Full date and address are required for letter
- Candidates are expected to make **relevant** points
- Each point should be expanded and developed

Format	10 marks
Content and communication	25 marks
Language	15 marks

Use the descriptors in Appendix 2

(a) The following points to be covered

- Introduzione
- Cosa è successo
- Descrizione computer portatile
- 1° motivo
- 2° motivo
- 3° motivo
- Suggerimento dove potrebbe essere
- Suggerimento restituzione del computer portatile

(b) The following points to be covered

- Introduzione
- Come è stata l'esperienza
- Il lavoro svolto e la durata
- Cosa vi è piaciuto in particolare
- Le cose che avete imparato
- Se+come pensate di usare l'italiano

APPENDIX 1

SECTION B QUESTION 3 ESSAY (IN ENGLISH OR IN ITALIAN) ON PRESCRIBED LITERARY TEXT

	(51 - 60 marks)
Answers the question fully Demonstrates excellent knowledge of text as a whole Accurate quotes/references to text in support of all points made No irrelevant material or repetition of points	
	(42 - 50 marks)
All points covered Demonstrates very good knowledge of text as a whole Makes ample accurate references to the text Some irrelevant material and some small repetition of points	
	(33 - 41 marks)
Answer not always fully developed or clear Demonstrates adequate knowledge of text as a whole Makes some references to the text, but they may be slightly vague or inaccurate Substantial irrelevant material and repetition of points	
	(24 - 32 marks)
Argumentation unclear Some or little knowledge of text as a whole Below average answer of the question Makes little reference to the text A lot of irrelevant material and repetition of points	
	(6 - 23 marks)
Shows almost no knowledge of text No attempt at question asked No reference to the text All irrelevant material	

APPENDIX 2

SECTION C WRITING CONTENT AND COMMUNICATION DESCRIPTORS

Essays	Letter
13 – 15	21 – 25
Good level of coherence	
Clear argumentation	
Full completion of communicative task	
Good range of vocabulary	
Appropriate use of idiomatic expressions	
No irrelevant material	

Essays	Letter
11 – 12	18 – 20
Reasonable level of coherence	
Fairly clear argumentation	
Most elements of communicative task fulfilled	
Reasonable range of vocabulary	
Little irrelevant material	

Essays	Letter
8 – 10	14 – 17
Adequate level of coherence	
Argumentation not always clear	
Elements of communicative task not always fulfilled	
Lack of vocabulary interferes at times with ability to complete task	
A good deal of irrelevant material	

Essays	Letter
6 – 7	10 – 13
Little coherence	
Unclear argumentation	
Communicative task barely fulfilled	
Poor use of vocabulary	
Mostly irrelevant material	

Essays	Letter
0 – 5	0 – 9
Lacks coherence	
Very confused argumentation	
Communicative task not fulfilled	
All irrelevant material	

N.B. The first set of figures apply to the essays and the second to the letter

Language (essays)

- 7 - 10 Idiomatic Italian, good vocabulary, good grammatical accuracy and few spelling mistakes.
- 4 - 6 Adequate vocabulary, some incorrect verbs and agreements, and many spelling mistakes.
- 0 - 3 Very limited range of vocabulary, most verbs incorrect and many spelling mistakes

Language (letter)

- 11 - 15 Correct topic related vocabulary, most verbs correct and few spelling mistakes.
- 6 - 10 Adequate vocabulary, some incorrect verbs and agreements, and some spelling mistakes.
- 0 - 5 Inappropriate/irrelevant vocabulary, most verbs incorrect, many spelling mistakes.

APPENDIX 3

MODIFIED MARKING SCHEME

A modified marking scheme is applied to the work submitted by candidates who have been granted one or a combination of the following arrangements:

- *Use of a recording device on grounds of a learning difficulty*
- *Use of a recording device on grounds of a physical difficulty*
- *Use of a word processor on grounds of a **learning difficulty only** (computer with the spell check and grammar check facility enabled / turned on)*
- *Use of a voice activated word processor*
- *Use of a scribe*
- *Waiver in relation to spelling and grammar*

For those candidates who are granted a spelling and grammar waiver, errors in certain grammatical areas are not penalized. In assessing the work of these candidates, a modified marking scheme will apply.

Sections A and B

Standard marking scheme to be applied but marks will not be deducted for lack of manipulation.

Section C

Content and communication will be marked as standard but spelling and certain elements of grammar, such as verb endings and agreement of adjectives will not be penalised.

Leaving Certificate 2019

Italian

Script for Listening Comprehension Test

Multiple Choice

- 1.** La compagnia low cost irlandese annuncia il lancio del nuovo volo Cork - Napoli nei mesi di alta stagione, luglio e agosto. Se non sei mai stato a vedere gli scavi archeologici di Pompei e la Costiera Amalfitana, cosa aspetti? I voli partiranno due volte a settimana il martedì e il sabato.
- 2.** L'Ostello Centrale di Torino è il migliore ostello in Italia. Si trova nei pressi della stazione dei treni e ha vinto il primo premio per il rapporto prezzo e servizio offerti: massima pulizia, sala computer, wi-fi, sala con strumenti musicali e biblioteca con comode poltrone. Posto letto in camerata da sei persone a soli 15 euro!
- 3.** Perché non avventurarsi nel nuovo percorso cicloturistico del Parco dei Castelli Romani? Il grande anello lungo ben 52 chilometri parte dalla stazione ferroviaria di Frascati. Permette di integrare gli spostamenti in treno e bici per incentivare una mobilità sostenibile.
- 4.** Apertura a Milano di City Life, il più grande centro commerciale in Italia. Ci saranno un centinaio di negozi fra abbigliamento, accessori, cosmesi, salute, casa e tecnologia. Ci saranno inoltre unità dedicate alla ristorazione e al tempo libero.
- 5.** Jovanotti in tour negli stadi nei prossimi mesi? Queste sembrano essere le prime indiscrezioni uscite dopo il suo ultimo concerto a Padova. Se non vuoi perdere l'occasione di ascoltarlo dal vivo, imposta una notifica su TicketOne e sarai informato sulla vendita dei biglietti!
- 6.** Scarica la nuova app Stocard, gratuita, comoda e intelligente! Registrati e aggiungi tutte le carte fedeltà dei tuoi negozi preferiti in pochi secondi. Mostra la tua Stocard alla cassa e raccogli tutti i punti fedeltà. Potrai inoltre ricevere sconti immediati! Non avrai più bisogno delle carte di plastica!
- 7.** Forti temporali con grandine e raffiche di vento interesseranno le zone alpine del Nord Italia a partire dalla notte di giovedì. I temporali si sposteranno da lunedì pomeriggio verso il Centro Sud.
- 8.** "Frutta e verdura nelle scuole" è un programma dell'Unione Europea che porta sui banchi di scuola frutta e verdura per far apprezzare ai bambini questi tipi di prodotti oltre che a incentivare una alimentazione sana ed equilibrata con più frutta e verdura. Il programma in Italia coinvolge 1 milione di bambini dai 6 agli 11 anni in quasi 7000 scuole in tutta Italia.

DIALOGO 1

- Claudia** Ciao Daniele, come stai? Ti chiamavo per sapere se venerdì pomeriggio puoi uscire.
- Daniele** Ciao Claudia, grazie ma non posso, ho cominciato a fare volontariato il venerdì pomeriggio. Insegno italiano a stranieri.
- Claudia** Ma che bello! E chi sono esattamente i tuoi studenti?
- Daniele** Sono soprattutto ragazzi giovani che vengono dall’Africa o dall’India e stanno imparando l’Italiano. Devo proprio dire che sono molto determinati a imparare la lingua!
-
- Claudia** Davvero? E come hai trovato questa opportunità?
- Daniele** Il mio insegnante di italiano a scuola ci ha parlato dell’associazione che ha fondato. Aiutano i migranti che non sanno parlare italiano. Sono rimasto affascinato dai racconti del mio professore e ho voluto cominciare subito! Mi ha proprio ispirato!
- Claudia** Ma non è facile insegnare italiano se non hai esperienza!
- Daniele** Infatti, non ho cominciato subito a dare lezioni. Il primo mese sono stato in classe con gli altri insegnanti volontari per imparare a preparare delle buone lezioni.
- Claudia** Ho capito!
-
- Daniele** Le lezioni comunque non sono come quelle di scuola. Ci sono piccoli gruppi, si fa molta conversazione e si usano molte immagini per insegnare le parole.
- Claudia** Sembra divertente allora!
- Daniele** Certo, e poi facciamo sempre una pausa. Si servono tè, caffè e dolci che preparano i volontari! Questo aiuta a rendere l’atmosfera più accogliente!
-
- Claudia** Ma senti, il tuo professore d’italiano deve essere proprio un bel personaggio!
- Daniele** Beh, a scuola è severo e molto esigente. Ma quando lo conosci fuori dal contesto scolastico è molto divertente e ha un grande cuore!
- Claudia** Che bello! Ma senti pensi che ci sia posto anche per me?
- Daniele** Sicuramente! Chiedo se puoi venire a visitare il centro un pomeriggio della settimana prossima così ti presento il mio professore e poi vi mettete d’accordo.

DIALOGO 2

Giorgio Ciao Sara, allora come sono andati gli esami di maturità?

Sara Benone, dai sono soddisfatta e ottimista! Sono contenta che siano finiti!

Giorgio Pensi di iscriverti all'università?

Sara No, mi prendo un anno di pausa dagli studi per capire cosa voglio fare nella vita. Ho intenzione di lavorare subito dopo gli esami.

Giorgio Ma hai già trovato qualcosa?

Sara Sì Giorgio, devo fare un colloquio la prossima settimana per un lavoro stagionale. Si tratta di lavorare alla reception di un campeggio vicino al mare per l'estate fino a fine ottobre. Poi a novembre c'è una pausa e ricomincerò a Natale in un rifugio in montagna fino ad aprile.

Giorgio Ah quindi sarai occupata mentre gli altri sono in vacanza! Non ti dispiace?

Sara In realtà no, perché grazie al lavoro stagionale avrò un mese e mezzo di vacanza senza interruzione fra un lavoro e l'altro. Questo è un gran vantaggio secondo me!

Giorgio E hai pensato a cosa fare durante quel periodo?

Sara Voglio viaggiare in treno per l'Europa e visitare soprattutto le grandi capitali europee. Preferisco viaggiare in treno perché si può vedere il paesaggio e chiacchierare con gli altri passeggeri. E inoltre, se viaggi di notte puoi risparmiare i soldi che spenderesti negli hotel!

Giorgio Ma che bel piano!

DIALOGO 3

INTERVISTA A GIANFRANCO SFORZA

Buongiorno a tutti. Oggi intervisteremo il giovane cuoco pluristellato Gianfranco Sforza

Buongiorno. Mi chiamo Gianfranco e sono di Torino. Ho 31 anni e ho studiato presso la scuola professionale alberghiera vicino a Lago Maggiore, dove ho imparato le abilità di base per la professione di cuoco e gestione degli hotel in generale.

Ti è piaciuta questa esperienza scolastica?

Sì, perché mi ha dato l'opportunità di fare molte esperienze lavorative fin dai primi anni di scuola. Ho iniziato a lavorare come cameriere in una pizzeria e poi ho continuato in alberghi di lusso e sulle navi da crociera.

Quindi hai girato molto l'Italia?

Sì, conosco bene la Sicilia e la Costiera Amalfitana. Lì ci sono molti turisti italiani, americani e giapponesi. Ho passato anche molte stagioni nelle zone dei laghi del Nord Italia, come il Lago di Como e il Lago di Garda zone frequentate soprattutto da turisti tedeschi, svizzeri, olandesi e inglesi.

E tu sai parlare altre lingue oltre l'italiano?

Certo! Ho imparato l'inglese perché è una lingua internazionale e poi il francese perché mia nonna è d'origine francese. Ho passato molte estati della mia infanzia con lei, quindi lo so parlare bene.

Hai mai pensato di cambiare lavoro?

Sì, molte volte! Il lavoro del cuoco è molto duro. La giornata è lunga e stressante. Si comincia molto presto la mattina con la preparazione del cibo e si finisce tardi la sera.

Consigliaresti questo lavoro ai giovani?

Certamente! Amo il mio lavoro anche se ha molti lati negativi. Bisogna avere una forte passione, essere determinati, essere creativi, avere un carattere forte e positivo. Oggi va di moda fare lo chef. Ci sono molti programmi televisivi come Masterchef che hanno dato popolarità a questa figura professionale, ma la realtà è un po' diversa.

Progetti per il futuro?

Parteciperò a un programma televisivo regionale di cucina dove sarò parte della giuria. E a inizio del prossimo anno, aprirò il mio ristorante in un piccolo paese nelle Langhe.

Davvero! Perché hai deciso di andare nelle Langhe?

Sono stanco della vita frenetica della città. Voglio vivere in un posto tranquillo e riscoprire i sapori della tradizione e i prodotti di alta qualità. Mi sto anche interessando sempre di più alla coltivazione dell'uva e Le Langhe sono la terra dei migliori vigneti italiani.

In bocca al lupo!

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