



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2020

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.



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE EXAMINATION

2020

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 will not 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) Finland
- b) Latvia
- c) **Russia**
- d) Spain

2.

- a) free health checks
- b) running in city parks
- c) swimming in rivers
- d) **walking barefoot in the forest**

3.

- a) peace
- b) **the Mediterranean diet**
- c) tourism
- d) sustainable transport

4.

- a) a film competition
- b) a gardening competition
- c) a seaside resort
- d) **summer cultural events**

5.

- a) a maths competition
- b) a new maths programme
- c) **maths performance in children**
- d) the number of maths graduates

6.

- a) posters of the most famous heroes
- b) the latest animation films
- c) the latest gadgets and costumes
- d) **videogames and role playing games**

7.

- a) **fundraise on one's birthday**
- b) organise a birthday party
- c) send birthday wishes
- d) share birthday photos

8.

- a) board games
- b) friends
- c) **pets**
- d) quizzes

SECTION B

64 marks

Dialogue 1

Conversation between Flavio and Rosa

16 marks

- | | | |
|----|--|------------------|
| 1. | The Irish student she is (hosting) (2m) for her school exchange/
her exchange (2m) | 4 marks
(2+2) |
| 2. | One of
The history (2m) of their area (2m)
New vocabulary (2m) about monuments/ places of interest/ tourism (2m) | 4 marks |
| 3. | Two of
Irish families (1m) are bigger (1m)
There are areas (1m) where they (only) speak Gaelic (1m)
Irish students/ they (1m) study Irish in school (1m)
Irish people/ they (1m) love national sports (1m)
Irish people/ they (1m) love Gaelic football (1m) | 4 marks
(2+2) |
| 4. | Because it is Easter (1m), they will not miss (1m) too many (1m) school days (1m) | 4 marks |

Dialogue 2

Conversation between Luca and Grazia

16 marks

- | | | |
|-----------|--|------------------------------------|
| 1. | Two of
It is an independent film festival
Segre founded it
It takes place every year (1m) at the end (1m) of August (1m)
It takes place before (1m) the Venice International Film Festival/ Show (2m)
It is getting (1m) more and more (1m) popular (1m) | 6 marks
(3+3) |
| 2. | Four of
Directors/ Managers
Workers
Secretaries
Truck drivers
Doctors
A chef | 4 marks
(1+1+1+1) |
| 3. | A love story/ a story about (1m) an Italian/ fisherman/ a poet (1m) and a Chinese girl/ works in bar (1m) | 3 marks |
| 4. | In the new (1m) library (1m) of her/ Grazia's neighbourhood/ area (1m) | 3 marks
(1+1+1) |

Dialogue 3	Interview with Paola Lombardi	32 marks
1.	They give up their free time/ they volunteer (2m) to be tourist guides/ to do tours (2m) in historical/ abandoned places (1m)	5 marks (2+2+1)
2.	Three of (Abandoned) Buildings (Historical) Gardens (not open to the public) (Minor) Churches Monasteries Convents Places with a historical connection	3 marks (1+1+1)
3.	To gain work experience ~~~~~ Because they can speak English/ Russian/ Japanese <i>1m</i>	3 marks
4.	Two of Petrol Public transport Lunch Website ~~~~~ Transport <i>2m</i> Food <i>2m</i>	6 marks (3+3)
5.	Two of Cheese Pasta Rice	4 marks (2+2)
6.	Two of Taking (1m) photos (1m) Writing a description/ articles (1m) about the sites (1m) Managing/ updating (1m) the website (1m)	4 marks (1+1+1+1)
7.	Two of Theatre (Less known) Artist exhibitions Concerts/ Music	4 marks (2+2)
8.	Engineering (2m) students (1m)	3 marks

SECTION A**READING COMPREHENSION****(60 marks)****Journalistic Passage****Parma, i liceali eliminano le bottigliette: a scuola borraccia e distributore d'acqua**

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) 6 marks

Come: Nasce come progetto di alternanza scuola lavoro (nell'a. s. '18/'19)/ **(3+3)**
nasce come conseguenza del dibattito mondiale sull'inquinamento da plastica
e microplastica

~~~~~

Con lo scopo di ridurre (la diffusione) della plastica all'interno del liceo/ della scuola **1m**  
Vuole proporre (piccole) soluzioni (praticabili) nella vita (quotidiana) della scuola **1m**

**Da chi:** (è stata creata) da un gruppo di studenti (1m) del terzo anno (1m) del liceo (1m)  
(Scientifico G. Ulivi)

**(b) 3 marks**

Usa e getta

**2. (a) 4 marks**

Ispezionano le aule

**(b) 5 marks**

Testimonia il forte impatto ambientale (2m) provocato dalle cattive abitudini degli  
studenti (2m) e del personale scolastico (1m)

**3. (a) Four of 6 marks**  
della, negli, nei, del, dei, all', al **(2+2+1+1)**

**(b) One of 5 marks**

Gli italiani sono i primi in Europa (2m) a consumare acqua (2m) in bottigliette (1m)  
Gli italiani sono i terzi nel mondo (2m) a consumare acqua (2m) in bottigliette (1m)  
Gli italiani creano milioni di/ enormi quantità di/ tantissime (2m) tonnellate (2m)  
di rifiuti (1m)

**4. (a) 6 marks**

(Dal marzo 2019) il Liceo G. Ulivi è una delle due scuole a far parte (2m) ad adottare/ ad  
avere una campagna/ un programma (2m) contro l'uso della plastica monouso (2m)

~~~~~

Inquina di meno grazie alle scelte adottate **3m**

Le persone possono prendere l'acqua senza bottiglie usa e getta 3m

(b) **One of**

5 marks

(Il dirigente scolastico) Crede che l'idea della (start-up) *Plastophobic* sia un ottimo punto di partenza (1m) per costruire un futuro senza plastica (2m) e che abbia più rispetto per l'ambiente (2m)

(Il dirigente) Spera che altre scuole (2m) prendano esempio da loro/ facciano lo stesso (3m)

(Il dirigente) Crede che se altre scuole (1m) non usassero la plastica (2m) si potrebbero risparmiare 1 milione di bottigliette in un anno (2m)

(Il dirigente) Crede che se altre scuole (1m) adottassero un programma contro la plastica usa e getta/ Plastic free (2m) si potrebbero risparmiare 1 milione di bottigliette in un anno (2m)

5. **Two of**

20 marks

Findings

(5+5+5+5)

- Every day students/ school staff use/ buy a lot of water bottles and they leave them half – empty/ forget them/ the water bottles are scattered everywhere in the classrooms at the end of the school day
- More than half of the students/ staff buys from 1 to 3 water bottles a week
- Students spend 50E per year to buy water bottles
- The environmental impact determined by the students and school staff's bad habits/choices is significant

~~~~

Students waste money buying water bottles 2m

Even during winter, people buy a lot of water 2m

**Two of**

**Solutions**

- (In order) to reduce the quantity of plastic in school, students can purchase/ they sell a personalised/ with the school logo/ spending less than 10E a reusable water bottle
- To Install/ There will be other drinking fountains/water stations in the school
- To Install/ There will be hot drinks vending machines with the “no paper cups” option
- To Install/ There will be hot drinks vending machines where people can use their own cups
- To Install/ There will be hot drinks vending machines with the option of eco – friendly stirrers

~~~~

Decrease the spreading/ the amount of plastic in school 1m

They tried to find practical solutions 1m

SECTION B**Unseen Literary Passage****(60 marks)*****L'ultima famiglia felice* (Simone Giorgi)**

1. (a) **5 marks**
Dorme (2m) con le cuffiette nelle orecchie (3m)
Ascolta la musica (2m) con le cuffiette (3m)
- (b) **5 marks**
Per eccesso (1m) di autorità (2m) dei padri (1m) o la mancanza di autorevolezza (1m)
2. (a) **5 marks**
A causa/ Per le sfuriate (3m) di suo fratello/ Stefano (2m)
- (b) **5 marks**
Un rapporto esclusivo (4m) come i suoi genitori (1m)
3. (a) **One of** **5 marks**
Gli rimprovera di non comportarsi (3m) da persona normale (2m)
Gli rimprovera di non mostrare l'affetto (3m) di una volta (2m)
- (b) **4 marks**
Incoraggiamento
4. (a) **Three of** **6 marks**
È semplice
È ragionevole
È affettuoso
È premuroso
Le concedeva un'adolescenza libera dai sensi di colpa
(2+2+2)
- ~~~~~
- Le concedeva un privilegio impagabile 1m
- (b) **One of** **5 marks**
Perché i suoi fianchi (2m) si sono allargati (2m) dopo (la seconda)
gravidanza (1m) **(3+2)**
Perché le rughe (2m) la facevano più vecchia (2m) dei suoi 47 anni (1m)
Perché la tinta vermiglio (2m) era una reazione (scomposta)(1m) alle canizie (2m)
5. **Five points are required:** **20 marks**
(5+5+5+5)
- Eleonora*
- Eleonora in the middle of the night (barefoot)/ was woken up and asked her parents what had happened

- Eleonora did not hear/ missed her brother fighting with his parents because she sleeps with her headphones on/ she listens to the music at night
- Eleonora likes to sleep with her earphones on and listening to music, to Nirvana's songs
- Eleonora was 4 years older than her brother Stefano was, she is 17 years old
- Eleonora likes the idea of growing up, she had started school early/ she would have finished her secondary school in less than a year and then study Architecture (at University)
- She liked the fact that her parents still loved each other; she liked the pain of feeling left out from their parents close relationship one day she would love to have a one-of-a-kind relationship
- She used to like her brother when he was young and he used to slip into her bed because he was scared of a bad dream and she was helping him to get dressed/ comb his hair/ give him instructions
- She hated her brother now, although she would still love him if he would behave as a normal person/ showed her his love as he used to
- She hated her brother now because he did not behave as a normal person and he was not showing his affection/ he was not as affectionate as he was before
- Lately she likes her mother less because her hips got bigger after her (second) pregnancy
- Lately she likes her mother less because her wrinkles made her look older (than 47 years old)
- Lately she likes her mother less because of her red hair dye (she was using) to cover her white hair

~~~~~

She is nostalgic about the times she watched Walt Disney movies with her family 2m  
She listens to Nirvana 1m

#### *Relationship with her father*

- She never turned against her father, although she was at a difficult age, she loved her father
- She regrets/ misses the fact that she is not able to fall asleep on her dad, as she used when she was young, while watching Walt Disney videos on tape
- She regrets/ misses the fact that her father used to pick her up to put her to bed
- Her father had given her a lot of freedom that she didn't take it as blackmail/ she didn't take it as an obligation to behave well
- Her father wants her to fully live her life, he didn't want her to live a life full of regrets/ where she was going to give up her ambitions-wishes (even if his wife and he didn't agree with her choices)
- Her father in her opinion was not a complicated man, very loving (affectionate) full of care reasonable/ and was granting her a priceless privilege: her guilt free adolescence

~~~~~

They have a good relationship 2m
She liked the freedom she was granted 2m

B 2. Literary passage from prescribed novel

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

1. (a) 5 marks
Questo è il primo anno in cui ne avevo voglia
- (b) 5 marks
Il diario di Beatrice
2. (a) 5 marks
La storia della stella (2m) che Leo ha regalato a Silvia (3m)
~~~~~  
La storia della stella (2m) che ho regalato a Silvia (2m)  
Storie di stelle 2m
- (b) **Two of** 5 marks  
(3+2)  
Li conserva tutti  
Non riesce a cancellarli  
Ne ha più di un centinaio sul cellulare  
Quando non sa cosa fare li rilegge a caso  
Quando non pensa a niente li rilegge a caso  
Quando si annoia li rilegge a caso  
Quando ne ha bisogno li rilegge a caso  
Potrebbe scrivere un romanzo solo di sms
3. (a) 5 marks  
(Il suo amico) aveva cominciato a guarire da quella ferita
- (b) 5 marks  
Perché ha letto/ per aver letto (2m) le parole di Beatrice/ quelle parole (2m) al funerale (1m)
4. (a) 5 marks  
Serve a capire (1m) le cose (2m) che sono veramente importanti (2m)
- (b) 5 marks  
(Vuole tornare a casa) per leggere la lettera di Silvia
5. The candidate must refer **both** to the passage and to the novel as a whole 20 marks  
(5+5+5+5)

### *Points from the passage*

- It was a summer that was marked by the silence and not by the shouts of happiness
- He did not keep in touch with any of his friends
- He spent nearly three months in the mountains, (in the hotel where they always used to go), this summer was the first time he really wanted to go there
- He really needed silence, to walk alone and not to find new friends
- He did not find a new girlfriend in order to boast about her to his friend Niko
- He needed his parents and/ He needed to be with his parents with their comforting and reassuring presence
- He needed to read (read again) Beatrice's diary through which he could perceive a "picture of happiness"
- He needed to find/ see what really matters and on a mountain it is easier to see it/ because, on a mountain stars are more clearly defined
- In the context of the "clarity" which the mountains provide him with, he sees Silvia for the precious person she is
- He starts to see Silvia in a different light, which will open his eyes to her love for him, which he had previously ignored
- He seeks silence and solitude in order to assess what is really important in life in general and in his life in particular/ hence his distancing himself from things that don't count
- He needed the solitude and the silence of the mountain to reflect on all the important things that had happened in his life
- It was a summer where Leo wanted to get away from his everyday life and be alone

### *Importance in the context of the novel*

- Here we have Leo in a reflective mood trying to absorb the meaning of all that has happened
- He understands the importance of the love and support, which come from his parents
- He also understands Beatrice's contribution to his newfound wisdom

~~~~~

Leo is mourning the death of Beatrice and coming to terms with it 3m

Leo is also slowly coming to terms with his love for Silvia 2m

Important for the relationship with his parents 2m

This passage comes immediately after Beatrice's funeral 2m

B. A ciascuno il suo (Leonardo Sciascia)

1. (a) **5 marks**
Per prendere/ chiedere in prestito (2m) il numero tra il primo luglio e il 15 agosto (1m) dell'Osservatore romano (2m)
- (b) **5 marks**
Prima ci abitavano dodici persone (2m) e l'arciprete (1m) e poi quattro (2m)
La morte e i matrimoni avevano portato via nove persone (3m) e adesso ne rimanevano quattro (2m)
- ~~~~~
- Il numero di persone che è diminuito 3m
2. (a) **Two of 5 marks (3+2)**
L'atroce delitto
L'indole docile e generosa del dottor Roscio (buonanima)
Il dolore inconsolabile della vedova
- (b) **5 marks**
Perché è stato prima avvisato (3m) e poi ammazzato (2m)
- ~~~~~
- Perché è il tipico procedimento della vendetta 2m
Non resta che pensare a una tresca/ E a un padre, a un fratello, a un fidanzato che ad un certo punto l'offesa gli brucia e la fa finita 2m
3. (a) **5 marks (3+2)**
Dio
La morte
- (b) **5 marks**
Non era tranquilla/ non era del tutto tranquilla/ non era buona
4. (a) **5 marks**
Non l'ha presa sul serio/ ha pensato a uno scherzo/
Perché ha il sospetto (2m) che dalla denuncia (1m) potesse emergere qualcosa di poco onorevole per lui (2m)
- (b) **5 marks**
È un paese piccolo (2m) è difficile che alla gente sfugga una relazione segreta/ un vizio nascosto (3m)
5. Candidate must refer **both** to the passage and to the text as a whole **20 marks (5+5+5+5)**
Points from the passage
- He was the uncle of Dottor Roscio's wife -Luisa Roscio- and he was very fond of her

- He lived in a big house (which was) part of the undivided Rosello family property
- He had lived in that house for many years and (whereas) before all the extended Rosello clan lived there
- He had lived in that house it now housed himself, Avvocato Rosello and two sisters-in-law
- He was the undisputed head of the Rosello family
- He tries to convince Laurana that Manno is the reason for the murders and not Roscio
- He tries to convince Laurana that Manno is the reason for the murders in order to divert his attention as to what really happened | His attempt to convince Laurana of Manno's guilt, is aimed at neutralising his "investigation"
- According to Arciprete Rosello, Manno was murdered because he had an affair (affairs), and this was something that the father/ brother/ boyfriend of the woman in question could not tolerate
- According to Arciprete Rosello Manno's killing was a clear vendetta because he was warned first and then executed
- According to Arciprete Rosello, Manno did not want to report the anonymous letter because Manno would be afraid that something unpleasant about his life would arise

~~~~

He is one of only two religious people in the locality to receive the Osservatore Romano newspaper 2m

He feels that Rosello did not deserve to die 2m

He has his own views about the homicide 2m

#### *Points from the novel*

- We are told that he is the undisputed leader of the Rosello household thus hinting at his influence over what is really going on in the town
- Initially he had opposed the juvenile relationship between Luisa and Rosello
- Initially he had opposed the relationship between Luisa and Rosello because he felt it was indecent/ obscene
- He later gave the approval/ blessing to the Luisa + Rosello's marriage because now it was an act of charity towards Luisa
- He later gave the approval/ blessing to the Luisa + Rosello's marriage, we realise how important it is for him to keep the family (and the property) together. We can therefore see that the marriage of Luisa Roscio and avvocato Rosello his yet unmarried nephew and the only male left to carry the Rosello name is the ideal "solution to the problem"
- He is one of the two people getting the Osservatore romano delivered, the other person is the Priest of Sant'Anna



### **B 3 Essay on prescribed text (60 marks)**

#### ***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.
- 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. Leo and his friends' view of their parents**

At the beginning of the novel, Leo is very explicit in describing their negative role:

- Leo sees them as unapproachable beings unable to connect with young people
- Leo sees an unsurmountable gap between himself and his parents
- Leo's parents make some of his choices for him
- Leo's parents do not understand him, they do not agree with his choices

Leo's view of his own parents changes as the story progresses:

- Leo becomes less scathing in his opinion of his father and he starts to see him in a different way
- Leo identifies that his parents are essential in his life
- Silvia's parents are preventing her from pursuing her dream
- Beatrice's mother is an exception; she is supportive of Beatrice
- Niko will follow his father's example

##### **2. Leo and Niko's friendship**

Leo and Niko's friendship represents the feeling of true friendship amongst two teenagers:

- They are like two brothers; they always know where the other one is
- Leo doesn't have to explain anything when he is with Niko, he never feels judged by him
- Niko always has the right answer to everything
- Leo would like to be more like Niko
- As friends they can always pick up where they left off

We see the demise of their relationship quite clearly, as events unfold and they lose touch with one another:

- As Leo's completely focus on Beatrice grows, he doesn't confide in Niko
- Niko does not understand some of the choices that Leo makes
- As the story progresses they become less interested in each other's personal life
- As the story progresses Leo and Niko matures at a different rate

## **B A ciascuno il suo**

### **1. An examination of Italian society at that time**

The novel is a commentary on mentality and behaviour more than a detective story:

- The code of silence (*omertà*). No-one will cooperate with the investigation, no-one is willing to help the authorities
- Professor Laurana is convinced that there must be somebody who saw or knows something,
- The existence of *omertà* and its role within the society is clearly expressed on many occasions by the several characters in the novel
- Professor Laurana fails to understand that everybody knows the real target of the killer
- People's acceptance of the murder and the reason behind it: "*il morto è morto, diamo aiuto al vivo*"
- When Don Luigi says about Professor Laurana "*era un cretino*", Sciascia is really pointing out the mentality and the behaviour, which dominate such a town

### **2. The character of Avv. Rosello and the mistakes he made**

Rosello was foolish yet cunning:

Mistakes

- The paper *Osservatore Romano* is a paper like any other
- He lets enough time pass for Roscio to make a move
- The Branca cigar - He appears in public with the assassin
- His reaction when Prof. Laurana continued to question him about the time they met at the steps of the Palazzo di Giustizia

### Rosello's character

- A prominent and personal person in town
- Rosello pretends that he is taking part in the investigations
- Rosello's ultimate goal is to marry his cousin Luisa
- Rosello was possibly caught by Roscio in *flagrante delicto*
- Rosello is aware of the fact that Roscio wanted to humiliate him
- Rosello has always been in love with Luisa, since they were young
- Rosello plays the role of outstanding citizen by marrying Luisa
- Rosello's reaction to his young assistant in his office

**Section C****WRITING****100 marks**

Quality NOT quantity

Clear correct good Italian

Variety of tenses and phrases, rich vocabulary, link words and idiomatic expressions should be rewarded (For good points +/✓)

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
- Uso della plastica
- Iniziative nella comunità
- Gruppo o progetto di cui fate parte
- Altre iniziative
- 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 and spelling, appropriate greeting and ending are required for full marks
- Date and address are required for letter
- Candidates are expected to make **relevant** points
- Each point should be expanded and developed
- Full name (e.g. *Alex Murphy*) must be provided (own name not required)

|                           |          |
|---------------------------|----------|
| 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
- Info + periodo + con chi
- Camera
- Posizione
- Ristorazione
- Pulizia
- Conseguenze
- Cosa vi aspettate

#### *(b) The following points to be covered*

- Introduzione
- Motivi
- Ruolo + Perché
- Abilità
- Disponibilità
- Esperienze lavorative pregresse
- Notizie personali

## APPENDIX 1

### SECTION B QUESTION 3 ESSAY (IN ENGLISH OR IN ITALIAN)

#### ON PRESCRIBED LITERARY TEXT

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

## APPENDIX 2

### SECTION C WRITING CONTENT AND COMMUNICATION DESCRIPTORS

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

| <b>Essays</b>                                | <b>Letter</b>  |
|----------------------------------------------|----------------|
| <b>11 – 12</b>                               | <b>18 – 20</b> |
| Reasonable level of coherence                |                |
| Reasonably clear argumentation               |                |
| Almost full completion of communicative task |                |
| Reasonable range of vocabulary               |                |
| Little irrelevant material                   |                |

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

| <b>Essays</b>                       | <b>Letter</b>  |
|-------------------------------------|----------------|
| <b>6 – 7</b>                        | <b>10 – 13</b> |
| Little coherence                    |                |
| Unclear argumentation               |                |
| Communicative task barely fulfilled |                |
| Poor use of vocabulary              |                |
| Mostly irrelevant material          |                |

| <b>Essays</b>                    | <b>Letter</b> |
|----------------------------------|---------------|
| <b>0 – 5</b>                     | <b>0 – 9</b>  |
| 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 will be 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 2020

## Italian

### Script for Listening Comprehension Test

1. Dalla giornata di oggi, arriveranno forti temporali con venti gelidi provenienti dalla Russia che colpiranno soprattutto le regioni del nord-est fino a venerdì mattina. Piogge e temporali si scateneranno a partire dalla sera di oggi. Si sposteranno verso il centro nel fine settimana per lasciare alcuni giorni di bel tempo e sole.
2. A piedi nudi nel bosco: la terapia del parco che allontana lo stress. Apre in Trentino il prossimo 31 luglio un percorso tra alberi e sorgenti pensato per migliorare il benessere fisico e psichico. Il percorso, lungo mezzo chilometro, è studiato per essere effettuato in mezz'ora a piedi senza scarpe, camminando su terreno e attraversando ruscelli d'acqua.
3. L'Italia affiancherà gli altri Paesi mediterranei nella campagna a sostegno della dieta mediterranea. Numerosi studi hanno dimostrato che la dieta mediterranea rappresenta uno stile di vita ed una cultura che dà benefici in termini di salute, benessere sociale ed economico.
4. Ferragosto in città? Non preoccuparti! Ci sono tante idee per chi è già tornato dalle vacanze o chi ha deciso di rimanere a casa. Continua la rassegna gratuita di cinema all'aperto presso i Giardini dell'Arena oltre a un fine settimana ricco di concerti in piazza e teatro!
5. Un recente studio sfida lo stereotipo che vorrebbe i maschi più bravi delle femmine in matematica. Lo studio ha analizzato il cervello di bambini e bambine con una nuova tecnologia e ha dimostrato che non ci sono differenze di genere nelle abilità matematiche.
6. Vuoi conoscere gli autori dei tuoi fumetti e *graphic novel* preferiti? Non perderti Lucca Comics, la rassegna internazionale di fumetti, videogiochi e giochi di ruolo dei tuoi personaggi preferiti. Centinaia di stand sparsi in tutta la città. Affrettati a prenotare l'alloggio, si prevedono migliaia di visitatori in arrivo! Guarda le offerte sul sito [luccacomics.it](http://luccacomics.it).
7. Grazie alle modalità di raccolta fondi organizzate da alcune piattaforme social, molti utenti hanno cominciato a sostenere cause benefiche, eventi di importanza sociale e associazioni di volontariato. Fino a oggi oltre 45 milioni di persone hanno donato soldi facendo un clic. E di questi, molti hanno organizzato una raccolta fondi in occasione del proprio compleanno.
8. Rompono il muro della solitudine, impongono ritmi: il momento del pasto, la passeggiata, i giochi e le coccole. Uno studio scientifico ha rivelato i benefici degli animali domestici, cani e gatti, sugli anziani. Riempiono le giornate e migliorano l'umore di chi spesso passa intere giornate da solo.

## Dialogo 1

Ciao Rosa, vuoi venire a casa mia domani pomeriggio?

**Grazie ma domani non posso. Vado all'aeroporto a prendere la studentessa irlandese che ospito durante lo scambio culturale organizzato dalla scuola.**

Ah che bello! Ma raccontami un po' come è nato lo scambio?

**La mia insegnante di inglese ha preso contatti con una scuola irlandese a Sligo attraverso la piattaforma e-twinning.**

Ah sì? E come funziona?

**Prima si organizzano delle attività online. Nel corso di questo progetto abbiamo creato una guida turistica della nostra zona in inglese. Abbiamo imparato non solo la storia della nostra zona ma anche molti vocaboli nuovi su monumenti, luoghi di interesse e turismo.**

Ma che bello!

E come si chiama la tua studentessa?

**Si chiama Emily, ha molti fratelli. In Irlanda le famiglie sono più grandi che in Italia. Durante le nostre conversazioni ho scoperto tanti fatti interessanti per esempio che ci sono delle zone dove gli abitanti parlano solo il gaelico. La lingua viene anche studiata a scuola. E gli irlandesi amano gli sport nazionali, soprattutto il calcio gaelico.**

Molto interessante! E cosa farete nei prossimi giorni?

**Oltre alle normali lezioni, ci saranno dei dibattiti e delle gite nei luoghi che abbiamo descritto nelle nostre guide turistiche. Poi noi andremo in Irlanda in aprile, durante le vacanze di Pasqua per non perdere troppi giorni di scuola.**

Ottimo! Immagino che non veda l'ora!

Dialogo 2

**Ciao Luca, ti va di vedere l'ultimo film di Andrea Segre?**

Sì certo, ma non conosco il regista.

**È il fondatore del Festival della Laguna Sud - un festival di cinema indipendente che si tiene ogni anno a fine agosto, prima della mostra internazionale del cinema di Venezia. Il festival sta diventando sempre più popolare.**

Di cosa parla il film?

**In realtà è un documentario girato all'interno delle industrie chimiche di Marghera, vicino a Venezia. Il regista ha intervistato i direttori delle aziende, gli operai, le segretarie, i camionisti, i medici e anche la cuoca dell'ultima trattoria della zona.**

Molto interessante!

**Sì Luca, sono sicura che ti piacerebbero anche gli altri film di Segre. Ho visto *Io sono Lì*, un film che è uscito nel 2011. Parla di una storia d'amore fra un pescatore italiano che è anche poeta e una ragazza cinese che lavora in un bar.**

Benissimo, vengo sicuramente a vederlo. Dove e quando ci troviamo?

**La proiezione sarà nella biblioteca nuova del mio quartiere, giovedì sera alle otto e mezza. Passa prima a casa mia e poi andiamo assieme.**

## Intervista a Paola Lombardi

Oggi intervistiamo Paola Lombardi dell'Associazione Culturale no-profit Amici della Cultura. Come è nata l'idea di questa associazione?

**È nata dalla volontà di sette compagni di università di storia dell'arte che hanno deciso di dedicare il loro tempo libero a fare da guide turistiche in luoghi storici abbandonati.**

E cosa si può vedere durante una visita guidata?

**Nei nostri percorsi proponiamo palazzi disabitati, giardini storici non aperti al pubblico, chiese minori, monasteri e conventi in rovina insomma posti con un nesso storico.**

Offrite visite anche a turisti stranieri?

**Certo, i nostri volontari parlano tutti inglese, alcuni anche lingue più difficili come il russo e giapponese! Lo facciamo anche perché è un ottimo modo per fare esperienza lavorativa.**

Avete qualche contributo finanziario?

**No, purtroppo non ci sono fondi pubblici per le nostre iniziative. Per coprire le spese chiediamo un'offerta libera ai turisti. Di solito sono molto generosi e così non solo riusciamo a coprire le spese per la benzina, i trasporti pubblici, il pranzo, ma anche quelle relative al nostro sito web.**

Qual è l'ultima iniziativa che avete organizzato?

**Ci stiamo interessando sempre di più al movimento *Slow Food*. Organizziamo delle visite guidate gastronomiche dove portiamo il turista nelle varie aziende agricole della campagna per degustare i prodotti della zona come ad esempio i formaggi tipici di queste zone, diversi tipi di pasta e persino il riso.**

Quali altri ruoli ci sono nell'associazione?

**Abbiamo dei volontari che fanno le foto, quelli che scrivono gli articoli sui siti che visitiamo e altri che aggiornano il sito web.**

Che altri eventi vi piacerebbe organizzare?

**Ehm ...vorremmo organizzare serate a teatro, visite a mostre di artisti poco conosciuti e serate ai concerti di gruppi musicali emergenti.**

Altri progetti per il futuro?

**Abbiamo organizzato un incontro a Firenze per il prossimo mese grazie a un piccolo finanziamento ottenuto dall'Unione Europea. Lì incontreremo degli studenti di ingegneria che sono interessati a lavorare con noi per creare un'app per promuovere la nostra associazione.**

Blank Page

Blank Page

