



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2021

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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LEAVING CERTIFICATE EXAMINATION

2021

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.
- **Underlined words/sections** refer 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

60 marks

WRITING

100 marks

Total marks: 240

LISTENING COMPREHENSION TEST

80 MARKS

Section

16 marks
(8x2)

1.
 - a) Earth Day
 - b) **European Day of Parks**
 - c) World Book Day
 - d) World Pizza Day
2.
 - a) locations of new schools
 - b) picnic areas
 - c) properties for sale
 - d) **wheelchair accessibility information**
3.
 - a) dry and humid
 - b) **heavy rain and hailstones**
 - c) snow
 - d) sunny and windy
4.
 - a) drinking lots of water
 - b) **sunbathing with care**
 - c) taking longer holidays
 - d) taking regular exercise
5.
 - a) hiking routes
 - b) holiday home offers
 - c) **office locations**
 - d) tourist destinations
6.
 - a) car insurance policies
 - b) education
 - c) renewable energy
 - d) **traffic**
7.
 - a) **a dolphin research centre**
 - b) an online library
 - c) a sports club
 - d) a tiger sanctuary
8.
 - a) **detective**
 - b) jockey
 - c) painter
 - d) writer

- 1. One of** **4 marks**
She lives there/in Italy
She works there/in Italy
She teaches (2) English (2)
- 2. Three of** **6 marks**
(2+2+2)
Monuments
Art
Food
Music
Lifestyle
Language
- 3.** **2 marks**
It is very hot/One can eat outdoors in the evenings
- 4. One of** **4 marks**
The warmth (2) of people (2)
It is easy (2) to make friends (2)
Italians/They are chatty
They are (really) friendly
- 5. Two of** **4 marks**
(2+2)
She misses them (2)
They emigrated (1) to Canada/New Zealand/China (1)
She does not have many friends (1) left in Ireland/to go out with (1)
She has a friend (1) in many cities/around the world (1)
There is always someone to host her (1) abroad (1)
- 6.** **4 marks**
They go out (1) with colleagues (1) after work (2)
- 7.** **4 marks**
A tourist guide/a guide about travelling (2) about secret/less well-known/hidden (1) places/in Italy (1)
- 8. One of** **4 marks**
She has not been there yet
They are on her to-do list/ She would like to go there
Beautiful (2) beaches (2)
Fish (2) is very good (2)

SECTION A**READING COMPREHENSION****(60 marks)**

Journalistic Passage

Milano, un gruppo di 18enni ripara e regala PC

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) One of**5 marks**

Basta cliccare sul pulsante “dona” e “ricevi” (3m) per donare o ricevere/richiedere un PC/tablet gratuito (2m)

Chi vuole un PC/tablet è messo in collegamento (3m) con aziende/persone che vogliono donarli (2m)

I ragazzi prendono in carica le richieste e ritirano l'apparecchio (3m) (al domicilio di chi lo dona) e lo consegnano al destinatario (2m)

Si può donare o richiedere un PC/tablet (3m) a chi ne ha bisogno/se ne ha bisogno (2m)

(b) One of**5 marks**

È stato il primo a partecipare all'iniziativa/al progetto

Ha donato il suo tablet

Ha supportato/appoggiato/sostenuto questa campagna/progetto/iniziativa

Crede che bisogna aiutarsi/essere solidali l'uno con gli altri altrimenti nessuno lo fa

~~~~~

Ha usato questa iniziativa 2m

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

Nasce dai risultati di un'indagine ISTAT

Nasce perché la didattica digitale è un diritto di tutti

Nasce perché gli studenti avranno sempre più bisogno di supporti tecnologici per studiare

Nasce perché il 33,8% delle famiglie italiane non ha un PC/tablet

Nasce perché il 57% dei ragazzi deve condividere il computer con la famiglia

Nasce perché genitori e fratelli/più persone in famiglia hanno il bisogno di usare il PC nello stesso momento

**(b)****5 marks**

Sarà

Avranno

**(3+2)****3. (a)****5 marks**

Gli studenti che non si possono permettere un computer

Gli studenti che potrebbero essere tagliati fuori dalle lezioni online

Le famiglie che non hanno dispositivi a sufficienza per tutti

~~~~~

Le persone giovani/le famiglie 1m

- (b) 5 marks
La mamma è stupita/contenta/sorpresa/stupefatta/esterrefatta (2m) (2+3)
che i ragazzi facciano volontariato/di come siano generosi questi giovani/della
bella idea che hanno avuto/del fatto che questi ragazzi vogliano aiutare altri in
difficoltà/e il progetto le sembra una vera favola anche se è tutto reale/vero
(3m)

4. (a) Five of 5 marks
(Nativi) digitali, grafica, sito, social, digitalizzazione, computer, componenti (1+1+1+1+1)

- (b) 5 marks
Dare una spinta

~~~~~  
Acquistasse popolarità 1m  
Spinta al progresso 3m

5. Two of 20 marks  
Advantage (5+5+5+5)

- With an easy click students/families/young people who look for a tablet/PC can be easily put in touch with people/companies that wish to donate them
- Students/Families who need a tablet/PC can get it for free, after it has been reconditioned/recycled
- Students/Families who cannot afford to buy a tablet/PC can get it for free, after it has been reconditioned/recycled
- The four founders take full charge of the requests, collect the device from the donor and they deliver it to who needs it/the beneficiary
- To help students/people/families who can't afford to buy a computer and who could not attend online classes otherwise/who couldn't participate in digital learning
- It helps students by giving them technological support which aids their study
- Families who do not have enough devices for all the family members and they all need to be connected/online
- The digital natives have created a platform/website that is very close to young people (speaks their language) and it is very different from the other similar initiatives
- This initiative hopes to give a push-boost/to speed up the process of digitalisation because Italy is behind
- This initiative hopes to reduce the gap between people who have a lot and people who do not have enough/have little
- This initiative hopes to overcome the issue that digital learning might arise as students will need more and more technological devices as schools will become more and more digitalized

~~~~~

Many families have received their new computer and it has really helped them 2m

Jacopo's hopes
Two of

- He is hoping that with this initiative they can give a push-boost/to speed up the process of digitalisation because Italy is behind
- He is hoping to see this initiative expand and spread in other parts of Italy other than Milan
- He is hoping to get more volunteers on board and couriers for the deliveries
- Whoever does not have a PC/tablet to donate can help the cause by giving a donation that will be used to pay the maintenance cost/to buy new parts to fix the computers.

~~~~

This initiative hopes to reduce the gap between people who have a lot and people who do not have enough/have little *3m*

## SECTION B Unseen Literary Passage

(60 marks)

### *Alla fine di un'infanzia felice* (Gian Mario Villalta)

1. (a) **One of** **5 marks**  
Perché nessuno immagina che ci sia ancora spazio (3m) oltre la fila di cassonetti (a ridosso della griglia di ferro zincato) (2m)  
Perché nessuno vuole mettere l'auto (3m) in quello che pare sia l'angolo dell'immondizia (2m)
- (b) **5 marks**  
Vi getta (sempre) un occhio  
~~~~~  
(Guido) vi getta sempre un occhio passando 3m
Un occhio passando 1m
2. (a) **Two of** **5 marks**
Non è molto grande/è una stanzetta **(3+2)**
Ha un'unica finestra
C'è una libreria a vista
C'è un tavolo
C'è un pc
C'è un pacco spedito (da Sergio Casagrande via posta ordinaria) con una proposta di libro
- (b) **Two of** **5 marks**
È la moglie di Guido **(3+2)**
Il giovedì ha il giorno libero a scuola
È un'insegnante
Ha raggiunto già da un po' la casa dei genitori
Ogni giovedì mattina parla al telefono con Guido
Si accorda con Guido sull'ora di pranzo
3. (a) **One of** **5 marks**
Guido fa una pausa piuttosto lunga
Guido vorrebbe raccontarle del plico (spedito da Sergio Casagrande) ma non lo fa
Guido parla degli scarponi che è il momento di buttare
Guido dice che pranzerà fuori con un panino
- (b) **5 marks**
È una casa editrice
Guido vi lavora come consulente/editor
Negli ultimi tre anni è cresciuta molto
Negli ultimi tre anni ha indovinato un'infilata di uscite/ha avuto molti successi
~~~~~  
È diventato sempre più impegnativo lavorarci 2m
4. (a) **5 marks**  
Libro, insegna, cattedra, ore (di scuola), lezioni, riunioni, ricreazione **(2+1+1+1)**
- (b) **One of** **5 marks**  
(Esasperanti) sedute di autocoscienza

Se non ci fossero, la scuola sarebbe quasi tutta una ricreazione  
Anche un insegnante part-time deve farle/Non ci sono sconti per gli insegnanti part-time

~~~~

Le trova esasperanti 2m

5. Five points are required

20 marks

(5+5+5+5)

Guido

- When he goes to work, he parks his car behind the Gemina building because nobody parks there/ he found a parking spot quite far away/ so he has to walk quite a bit to reach the building/ so he is quite annoyed about that
- Every morning he takes a quick look at the post laid out on the table
- Guido is annoyed to see the name (a certain Sergio Casagrande) who sent him a parcel in the post probably a proposal for a book
- He has an established routine when he goes into the office he opens his mail, while starting his PC he rings his wife on Thursday morning he decides to have a quick sandwich for lunch that day
- During a phone conversation with his wife/Ilaria he paused for a while and then he mentioned a pair of boots that it was about time to throw away
- During a phone conversation with his wife he paused for a while (because) he wanted to tell her about the parcel/but he did not say anything in the end.

~~~~

Guido is married to Ilaria/to a teacher 1m

Guido's job

- He is an editor He works for the publishing house Gemina/He works in their headquarters building (apartment)/he has his own office He works alongside the other employees Roberto and Lucia, and the boss Gianluca Fabris He works there on Tuesdays and Thursdays He has an established routine when he goes into the office (parking, mail, etc.) He does not fully understand what an editor is He has had some success in his job in the last 3 years His job is both increasingly rewarding (financially) but time consuming -more demanding He never thought that a bad book could improve (with a favourable review)/He never assumed the argument of a book could be of interest to the reading public.
- He is a teacher/teaches only two days a week/part-time/for the past 30 years because of his extensive experience as a teacher, he does not need to spend a lot of time preparing lessons He hates staff meetings, because in his opinion they are self-awareness sessions Teaching for him is not a demanding job at all, (almost a doddle!), apart from the tediousness of staff meetings although he works part-time he has to partake in the staff meetings after school hours he works from home.

## B 2. Literary passage from prescribed novel

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

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

Perché lo hanno voluto i suoi genitori/

Perché sua/la madre e suo/il padre (i suoi genitori) hanno frequentato il classico

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

Ti apre la mente

**(3+2)**

Ti dà orizzonti

Ti struttura il pensiero

Ti rende elastico

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

Le presentazioni (con i compagni)

**(3+2)**

L'introduzione all'edificio della scuola

Conoscenza dei prof

I test d'ingresso (per verificare il livello)

~~~~~

Una specie di gita allo zoo *1m*

Una calorosa accoglienza *1m*

I prof, sono una specie protetta (che spero si estingua definitivamente) *1m*

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

Alle medie studiava mezz'ora se andava bene/alle medie si studiava meno che al liceo classico

Alle medie c'era più tempo libero per giocare a calcio

Al liceo compiti, spiegazioni, interrogazioni come non ne aveva mai visti

Se volevi essere promosso al liceo dovevi studiare

~~~~~

Al ginnasio era un'altra cosa *3m*

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

Perché è curioso (3m) di vedere cosa scrive (2m)

Perché voleva vedere di che parlava (3m) uno che non poteva parlare di niente/uno che non ha una vita reale fuori scuola (2m)

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

Perché condivideva la stessa passione per l'insegnamento del protagonista

Perché quel film gli ha mostrato cosa era venuto a fare su questa terra

Perché ha capito che doveva strappare la bellezza ovunque essa fosse e regalarla a chi gli stava accanto

Perché grazie al film ha capito la sua vita

Perché grazie al film ha visto la meta e l'ha raggiunta

~~~~~

Perché grazie al film ha maturato il suo sogno *3m*

4. (a) **One of** **5 marks**
 Che non ricorda mai i sogni la mattina seguente
 Che non ha sogni particolari
- (b) **5 marks**
 I sogni dipendono dalla reincarnazione/da quello che siamo stati nella vita passata
5. The candidate must refer **both** to the passage and to the novel as a whole. **20 marks**

(5+5+5+5)

Leo

- He is not afraid of anything as he thinks must have been a lion in his previous life/ he is the reincarnation of a lion/ his name is Leo/ therefore he has a mane (his hair looks like a mane)/ he feels the strength of a lion in his blood/ he is a roaring lion/ he believes that he has never re-embodied/ he would like to be the reincarnation of a lion or a tiger or a scorpion
- He attends the 3rd year of Liceo Classico//la prima Liceo because his parents wanted him to/ like his parents did/ he thinks that Liceo is a constant (night and day) source of nuisance/ he does not see the point of attending such a school/ he thinks that the teachers are a protected species which he hopes will be extinct soon/he thinks that teachers don't have a "real" life outside school
- When we was younger/attending scuola media he was studying just half an hour then he was playing soccer everywhere possible (field/corridor in the house/car park near the house)/ or playing with the play station
- He never studied much although the Liceo required a lot of studying because he did not believe in it/ no teacher ever convinced him that studying was rewarding
- He is 16 he does not have specific dreams/he does not have a dream yet just what he dreams at night (but he forgets about them)
- He's mad about soccer he plays soccer in anything that resembles a pitch, (in the corridor in his house, in the carpark under his house) or at worst on the PS.

Changes by the end of the novel

- By the end of the novel, Leo's opinion of school, studying and teachers, has changed dramatically, mainly due to his relationship with *il Sognatore*, who makes him see that going to school and studying can be fulfilling and rewarding/ he also starts seeing teachers in a more positive light
- Leo actually studies with Silvia for his philosophy and history test, *il Sognatore* asks him some difficult questions that are not in the book he gets a 9/10 for the first time in his life
- He is disappointed with a 7 in his Italian exam and not an 8 that he should have gotten but he did not use the subjunctive tense correctly; even after the test he tells himself he needs to learn the subjunctive because he wants to become a writer and in order to do that you need to be able to use it.

B. A ciascuno il suo (Leonardo Sciascia)

1. (a) 5 marks
Erano stati compagni (1m) di scuola (4m)
- (b) 5 marks
Non lo vedevo da almeno dieci anni
2. (a) 5 marks
Perché vuole denunciare/rovinare Rosello
Perché chiede all'onorevole se vuole denunciare un notabile (che aveva in mano tutta la provincia, che faceva e disfaceva, che rubava, che corrompeva, che intrallazzava)
- (b) 5 marks
Che il famoso notabile era del paese di Laurana
3. (a) 5 marks
Che sarebbe stato più che lieto di denunciare/
Che sarebbe stato più che lieto di lanciare lo scandalo
~~~~~  
Che aveva bisogno di qualche prova 4m
- (b) 5 marks  
Perché era una cosa delicata e personale  
Perché era una cosa delicata 3m  
Perché era una cosa personale 3m
4. (a) 5 marks  
Che fossero in funzione di una specie di ricatto
- (b) 5 marks  
(Dice che Roscio) non è un uomo da fare ricatti
5. Candidate must refer **both** to the passage and to the text as a whole

**20 marks**  
**(5+5+5+5)**

**What Laurana finds out about Roscio**

- Roscio had gone to see the Onorevole (both Laurana and Roscio knew him from school) a couple of weeks before his death/Prof. Laurana went without mentioning his trip to anybody
- Roscio had gone to see the Onorevole to ask him if he was willing to report a very powerful person (un notabile) of his town (area)/let him think that he was of his town (area) who was involved in a serious crime
- Laurana realises that Roscio had disappeared for a couple of days/lied to him when he had told him that he had gone to Palermo to visit his father
- According to the Onorevole Roscio had documentary proof implicating the above mentioned notabile
- Roscio had not given any hints about the notabile to the Onorevole because it was a



delicate and personal matter

- The Onorevole had not seen Roscio after that visit, but felt that Roscio was taking time into reporting the *notabile* because the documents had something to do with blackmail of some sort
- Roscio had not mentioned the person's name to the Onorevole.

#### **Development/Implications for his investigation**

- Prof. Laurana finds out that Roscio had documentary information on a powerful individual who controlled things in the town and he realises that the double murder was a ruse to sidetrack the real issues
- With this vital information, the existence of a *notabile* “*che aveva in mano tutta la provincia, che faceva e disfaceva, che rubava, corrompeva, intrallazzava...*”, Laurana can now follow a definite line of inquiry, which leads in the right direction/(but) ultimately to his death
- In fact, he subsequently and naïvely/oblivious of the consequences reveals his new found information to Luisa Roscio and Rosello, who make sure he is silenced forever.

## 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* – D'Avenia

#### 1. Leo's personal growth

This is a novel about growing up because it tells the story of a carefree sixteen year old whose life revolves around his friends, football and music, who resents adults and hates school. The author also shows us that Leo is afflicted by a sense of insecurity. When faced with the painful experience of seeing a loved one die, he is forced to reassess his life and in the process he grows up to become a more mature, independent and understanding individual.

- Meeting *il Sognatore* and the impact on Leo's life +examples
  - Meeting Beatrice and the impact on Leo's life +examples
  - Silvia and the impact on Leo's life +examples
  - The relationship with his parents and the impact of this relationship on Leo's life +examples
- 

#### 2. The character of Leo's father and how the relationship between father and son changes

- Leo's Father +examples describing his personality and the impact on Leo's life

##### Relationship

- At the beginning of the novel, the negative role of the adults in general; Leo's dad does not understand him, does not agree with his choices
- Leo's view of his own parents changes as the story progresses. His father becomes less scathing in his opinion. Leo starts seeing him in a different way
- They begin to have a better relationship
- After Beatrice's funeral, Leo bonds with his parents, he appreciates the essential things and the people in his life.

## **B A ciascuno il suo – Sciascia**

### **1. Prof. Laurana does not fit into his society**

- The code of secrecy involving silence, non-cooperation with authorities, and non-interference i.e. omertà, is one of the main themes of *A Ciascuno il Suo*, where a serious crime has been committed and everybody knows who is responsible and why, but no-one is prepared to talk. Examples required.
  - Prof. Laurana does not fit into his society because he is not very careful with his investigation (hints, clues, suspicions) +examples
  - Prof. Laurana does not fit into his society because he puts his complete trust in everyone/he talks too much +examples
  - Prof. Laurana does not fit into his society because he is very naive as he is not afraid of the reactions/the revenge of the killer +examples
  - Everyone knows who is responsible for the murder and the reasons for it except for Prof. Laurana, but they remain inert spectators +examples
  - Prof. Laurana does not take into consideration the common thinking in favour of the killers, that will hinder the investigation and will cover up their crime +examples
  - Prof. Laurana believes that he is capable of doing an excellent job at investigating account of his superior intellect.
- 

### **2. Signora Laurana and Luisa Roscio are responsible for Prof. Laurana's downfall**

- Both signora Laurana and Luisa Roscio have a role in Laurana's downfall since both have considerable influence regarding what happens to him + examples
- Signora Laurana is indirectly responsible insofar as being very controlling and domineering +examples
- Luisa Roscio is a pivotal character in the novel + examples
- Luisa Roscio, on the surface is a frail character, but is in fact a very strong character who can easily manipulate Prof. Laurana
- Prof. Laurana's infatuation with Luisa clouds his judgement
- Luisa Roscio is directly responsible for Prof. Laurana's death and plots his "disappearance" when she and Avvocato Rosello realise the danger he represents to their plan.

## 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 the journalistic passage

25 marks

Content and communication 15 marks

Language 10 marks

### Use the descriptors in Appendix 2

An introduction and conclusion are required, **best 3 answers**

- Introduzione
- Siete d'accordo con questo pensiero?
- La tecnologia ha cambiato il mondo e la vita di ogni giorno?
- Quanto è importante nella vostra vita la tecnologia?
- In che modo la tecnologia ha cambiato la vostra vita a scuola?
- Il vostro modo di socializzare è cambiato?
- Conclusione

### 2. Guided composition

25 marks

Content and communication 15 marks

Language 10marks

### 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 six of 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 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, please do not use your own name

|                           |          |
|---------------------------|----------|
| 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
- Ruolo
- Caratteristiche che vi rendono adatti/e
- Esperienza lavorativa
- Disponibilità lavorativa
- Requisiti
- Notizie utili personali

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

- Introduzione/ringraziamento
- Esperienza studio lingua italiana
- Motivare la scelta della lingua
- Cosa vi è piaciuto di più in particolare
- Progetti futuri
- Se+Come userete l'italiano

# APPENDIX 1

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

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

## APENDIX 2

### SECTION C WRITING

#### CONTENT AND COMMUNICATION DESCRIPTORS

|                                                                                                                                                                                                                                                  |                                 |                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------|
|                                                                                                                                                                                                                                                  | <b>Essays</b><br><b>13 – 15</b> | <b>Letter</b><br><b>21 – 25</b> |
| Good level of coherence<br>Clear argumentation<br>Full completion of communicative task<br>Good range of vocabulary<br>Appropriate use of idiomatic expressions<br>No irrelevant material                                                        |                                 |                                 |
|                                                                                                                                                                                                                                                  | <b>Essays</b><br><b>11 – 12</b> | <b>Letter</b><br><b>18 – 20</b> |
| Reasonable level of coherence<br>Reasonably clear argumentation<br>Almost full completion of communicative task<br>Reasonable range of vocabulary<br>Little irrelevant material                                                                  |                                 |                                 |
|                                                                                                                                                                                                                                                  | <b>Essays</b><br><b>8 – 10</b>  | <b>Letter</b><br><b>14 – 17</b> |
| Adequate level of coherence<br>Argumentation not always clear<br>Elements of communicative task not always fulfilled and developed<br>Lack of vocabulary interferes at times with ability to complete task<br>A good deal of irrelevant material |                                 |                                 |
|                                                                                                                                                                                                                                                  | <b>Essays</b><br><b>6 - 7</b>   | <b>Letter</b><br><b>10 – 13</b> |
| Little coherence<br>Unclear argumentation<br>Communicative task barely fulfilled<br>Poor use of vocabulary<br>Mostly irrelevant material                                                                                                         |                                 |                                 |
|                                                                                                                                                                                                                                                  | <b>Essays</b><br><b>0 – 5</b>   | <b>Letter</b><br><b>0 – 9</b>   |
| Lacks coherence<br>Very confused argumentation<br>Communicative task not fulfilled<br>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.*

# Italian Leaving Certificate 2021

## Script for Listening Comprehension Test

### Multiple Choice

1. Il 24 maggio si festeggia la Giornata Europea dei Parchi che coincide con il giorno in cui, nell'anno 1909, venne istituito in Svezia il primo parco europeo. In Italia il 24 maggio offre un ricco programma di incontri, escursioni, mostre ed attività ambientali per un'intera settimana di eventi.
2. Google ha arricchito le sue mappe mostrando i luoghi fruibili dai 130 milioni di persone che nel mondo sono su sedia a rotelle o hanno disabilità motorie. La novità si chiama "luoghi accessibili" ed è già disponibile negli Stati Uniti, Regno Unito, Australia e Giappone. Con questa nuova funzione, bar, ristoranti, musei e cinema possono evidenziare posti a sedere, servizi igienici o parcheggi per chi ha una disabilità.
3. Piogge forti e grandine su tutte le regioni del Nord, stanno colpendo in particolare le pianure del Veneto, della Lombardia e del Piemonte. La situazione si sta normalizzando tra Emilia Romagna e Marche, dove attualmente si segnalano solo piogge leggere. Sole e vento leggero nel resto d'Italia.
4. È tempo di vacanze e giornate all'aria aperta! Bisogna farlo in modo graduale, cominciando con un'ora di sole al giorno. Purtroppo però quando si hanno pochi giorni di vacanza questo non è sempre possibile. La cosa più importante è evitare le ore più calde.
5. Postazioni wi-fi, vista montagne, chalet come uffici e scrivanie nei boschi: da quest'anno sono nate nuove soluzioni per lavorare meglio e in sicurezza. Le località turistiche montane si stanno attrezzando per offrire tanti nuovi punti wi-fi gratuiti, uffici ad hoc o all'aperto sotto gli alberi, di fianco a ruscelli o ai piedi di una montagna innevata.
6. Se si contano strade e parcheggi, le auto occupano in media il 50% dello spazio di una città. In una città come Roma, trascorriamo mediamente 160 ore ogni anno bloccati nel traffico. Bisogna puntare sul trasporto pubblico e sulla mobilità condivisa ed elettrica e rendere possibile e sicuro andare a piedi.
7. Al Centro Ricerca Cetacei dell'Isola d'Elba un gruppo di ricercatori studia e si prende cura di balene e delfini 365 giorni all'anno. Per sostenere la loro causa, l'iniziativa "Adotta un delfino" permette di adottare virtualmente un delfino e di ricevere il kit di adozione che comprende una maglietta e un certificato di adozione.
8. Stanco delle solite serie americane? RaiPlay lancia una serie televisiva tutta italiana ispirata ai romanzi polizieschi di Massimo Carlotto! Collegati subito e scopri le avventure dell'investigatore privato senza pistola e innamorato della musica blues.

## DIALOGO 1

Ciao Nicoletta! Ti chiamo per dirti che per questo fine settimana stiamo organizzando una gita in bicicletta lungo il fiume. Ti va di venire?

Mi piacerebbe tanto, ma la mia bici è rotta. L'altro giorno ho bucato una ruota e non posso ripararla perché il meccanico è in vacanza.

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Non ti preoccupare, posso prestarti la bicicletta di mio fratello. È solo un po' lenta, forse un po' troppo grande per te, ma funziona bene.

Ah sì quella rossa e nera! Grazie! Se non ti dispiace la prendo volentieri!

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Perfetto, allora ci stiamo mettendo d'accordo su cosa portare per il pic-nic. Portiamo da bere e oltre ai tipici panini al prosciutto forse anche un'insalata di riso, una frittata di zucchine, è facile da preparare, una coperta e un pallone per giocare.

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Ottimo! C'è qualcos'altro da portare?

Beh sì, naturalmente un cappellino per il sole, il costume da bagno e un telo mare. Nel pomeriggio ci fermiamo lungo il percorso per prendere il sole, fare il bagno e giocare a pallavolo!

Perfetto!

## DIALOGO 2

Ciao Sara, cosa fai qui in stazione?

Sto andando a Milano da mia sorella, si sposa questo fine settimana. Tu invece dove stai andando, Davide?

Auguri, io sto andando in Calabria a trovare mia nonna, questo fine settimana compie 80 anni e facciamo una festa con tutti i parenti!

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Che bello! Io quasi rischiavo di non partire!

Davvero? Cosa è successo?

Ieri ero andata in centro per comprare le scarpe adatte per il vestito da cerimonia e volevo approfittare dei saldi! Quando sono tornata a casa mi sono resa conto che avevo perso la carta di identità!

Oh no! Che sfortuna! Sai in Italia è importantissimo avere i documenti.

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Esatto, è stato un pomeriggio stressante. Ho chiamato tutti i negozi dove sono stata, la polizia di quartiere, la compagnia dei trasporti perché avevo preso l'autobus e perfino l'ufficio oggetti smarriti del centro città, ma niente da fare!

E quindi cosa hai fatto?

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Fortunatamente ha chiamato il proprietario del ristorante dove avevo pranzato con un'amica. Il cameriere aveva trovato la carta d'identità per terra vicino alla cassa!

Bene, allora puoi partire tranquilla!

## INTERVISTA

Buonasera a tutti, oggi intervistiamo Laura, giovane ragazza irlandese di 25 anni, che vive e lavora a Torino da quasi un anno.

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### 1. Ciao Laura, perché ti sei trasferita in Italia e come mai hai avuto questa opportunità?

Buonasera a tutti, l'Unione Europea offre un programma ai neolaureati che dà l'opportunità di insegnare la propria lingua in una scuola di un altro paese europeo. Ho mandato la richiesta per l'Italia ed ora insegno inglese in un liceo del centro di Torino.

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### 2. Vedo che parli molto bene l'italiano. Come mai hai deciso di studiare italiano all'università?

Al 4° anno di scuola a Dublino, la mia scuola ha organizzato uno scambio culturale con un liceo italiano in Liguria, a Genova. Mi sono immediatamente innamorata dello stile di vita, dei monumenti, del cibo, dell'arte, della musica e della lingua ovviamente! Quindi ho deciso di studiare l'italiano anche all'università.

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### 3. Quale pensi siano le maggiori differenze tra l'Irlanda e l'Italia?

Direi il clima. In Italia le quattro stagioni sono ben definite, soprattutto al Nord dove fa molto freddo in inverno e molto caldo in estate. E poi un'altra grande differenza è poter cenare all'aperto. In Irlanda si sta diffondendo sempre di più, ma in Italia è più piacevole perché di sera in estate fa più caldo!

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### 4. Che cosa ti piace di più dell'Italia ora che ci vivi?

Ci sarebbero tante cose! Per primo il calore della gente! È facile fare amicizia perché gli italiani sono chiacchieroni! E poi la varietà del paesaggio. Ogni fine settimana ci sono sempre tanti posti nuovi da scoprire come città d'arte, il mare- la costa è veramente incantevole.

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### 5. Cosa ti manca di più della tua terra?

La mia famiglia e i miei amici. Purtroppo però la maggior parte dei miei amici sono emigrati all'estero, in Canada, nella Nuova Zelanda e in Cina. Quindi quando torno in Irlanda non ci sono molti amici con cui uscire. Però quando viaggio all'estero, c'è sempre qualcuno che mi può ospitare. Ho un amico in moltissime città del mondo!

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**6. Puoi dare un consiglio agli italiani che si trasferiscono in Irlanda? Qual è il segreto per farsi degli amici irlandesi?**

Probabilmente fare uno sport di squadra, per esempio calcio gaelico oppure uscire con i colleghi di lavoro il venerdì sera. In Irlanda, si esce spesso con i colleghi il venerdì dopo il lavoro.

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**7. Progetti futuri?**

Prima di tornare in Irlanda vorrei fare un viaggio in Italia di 4 o 5 mesi. Mi piacerebbe visitare i posti meno conosciuti per scrivere una guida turistica alla scoperta dell'Italia segreta.

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**8. Quali parti d'Italia non hai ancora visitato?**

Non sono stata ancora sulle isole, sono sulla mia lista di cose da fare. Mi hanno detto che ci sono delle spiagge bellissime e si mangia del pesce buonissimo!

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