



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2022

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
2022**

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 that must be mentioned to attain full marks.
- In a question where a number of elements are required and not provided, marks will be deducted.
- Section A and B reading comprehensions: Qs 1-4 If the answer given by candidate is not complete 1m will be deducted
- Section B 2. Question5: Points to be made, 3 points from passage + 1 point from novel/1 pt from passage+ 3 pts from novel/2pts from passage+ 2 pts from novel
- 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 A

16 marks

(8x2)

1.

- a) Literature
- b) Medicine
- c) Peace
- d) Physics**

2.

- a) buy a new ticket
- b) change train
- c) go to platform 2**
- d) wait inside the station

3.

- a) 3 euro
- b) 30 euro
- c) free**
- d) by invitation only

4.

- a) at the beginning of the week**
- b) on Wednesday
- c) at the weekend
- d) next week

5.

- a) cruelty-free products
- b) eco Products
- c) gender-neutral beauty products**
- d) vegan products

6.

- a) recycling
- b) avoiding food waste**
- c) reducing CO2 emissions
- d) promoting organic food

7.

- a) bus routes
- b) car share
- c) electric scooters**
- d) walking routes

8.

- a) encouraging teamwork
- b) flexible working times
- c) pets in the office**
- d) the use of new technologies

SECTION B

64 marks

Dialogue 1

Conversation between Lorenzo e Luisa

16 marks

1. Any **two** of

- A meeting (reunion)
- The gym
- The sports centre
- Opposite/in front of the (university) bookshop (1)

**2 marks
(1+1)**

2.

6 marks

(The elderly) will offer/share (2) their spare/free room to (university students) (4)

3. Any **four** of

- Doing the shopping
- Cooking
- Washing up/(doing the) dishes
- Vacuuming/ Hoovering
- Scrubbing/cleaning floors
- Looking after pets

**4 marks
(1+1+1+1)**

4. Any **two** of

4 marks (2+2)

- Accompanying the elderly/going to (1) medical appointments (1)
- (Keep them company by) watching (1) a film (1)
- (Keep them company by) reading (1) the (news)paper (1)
- Going for (1) walks (1) (together)/ Walking (2)

Dialogue 2

Conversation between Agata and Franco

16 marks

1. Any **three** of

- For the month (1) before the deadline (1)
- She worked (1) every evening/late (1)
- She slept (1) very little (1)
- She didn't take a break (1) even on the weekends (1)

**6 marks
(2+2+2)**

2. Children (2) under (1) 10 (years old) (1)

**4 marks
(2+1+1)**

- 3. Any *two* of** **2 marks**
(1+1)
- Bottles
 - Cans
 - Cardboard boxes
 - (Old) clothes

- 4. Any *one* of** **4 marks**
- To give them an opportunity (2) to be creative (2) to develop/help (2) their creativity (2)
 - To occupy them/keep them busy (2) in their free time (2)
 - For the positive impact (2) on wellbeing (2)/positive effect (2) on them (2)

Dialogue 3 Interview with Piero De Bellis 32 marks

- 1. Any *two* of** **2 marks**
(1+1)
- He is nice
 - He is interesting
 - He is 26 years old/he is young
 - He is passionate about/loves sailing
 - He is from Genoa (Genova)
 - He is sailing/he is a sailor/he travels the sea around Italy
 - He fundraised money for some environmental organisations/to protect the sea

- 2. Any *one* of** **4 marks**
- He has a lot (2) of experience (2)
 - He started (2) as a child (2)
 - He started (2) when he was about 5 (2) (years old)
 - He has become (2) very good (2)
 - He never (2) took part in a competition (2)

- 3. In the biggest (1) ports of Italy (5)** **6 marks**

- 4. Any *two* of** **4 marks**
(2+2)
- How he prepares (1) before his journey (1)
 - If he is afraid
 - If he misses (1) his family (1)

5. Any **two** of

- (The sudden changes of) weather
- Storms
- (Strong summer) sun
- Dehydration
- Tiredness

2 marks
(1+1)

6. Any **four** of

- Fruit
- (raw) Vegetables
- Proteins
- (canned) Lentils
- Beans
- Cheese
- Eggs
- Biscuits

4 marks
(1+1+1+1)

7. Any **two** of

- Continue (1) travelling/sailing (1)
- Write (1) a book (1) (on his adventures)
- (Continue) raising awareness/telling people (1) about problems in the sea (1)

4 marks
(2+2)

8. Go to the mountains (4)

Any **two** of

- Rest/Relax/Spend few days- some time (1)
- To see different/new landscapes (1)
- Take a break/from the sea (1)

6 marks

SECTION A**READING COMPREHENSION****(60 marks)****Journalistic Passage****Viaggiare lavorando. Il sogno diventa realtà**

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) Two of 6 marks

Un gruppo inedito di viaggiatori (2) cresciuto durante la pandemia (1) **(3+3)**
(Non) sono (solo) giovani lavoratori (2) connessi con i pc portatili in qualche paradiso tropicale (1)
Persone di tutte le età (2) interessate a lavorare (per un periodo di tempo prolungato) in bei luoghi di villeggiatura/lavorano da remoto senza prendere le ferie (1)
Sono famiglie/coppie/amici/esploratori solitari (2) con le proprie caratteristiche di viaggio/con diverse esigenze diversi modi di viaggiare (1)

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Persone di ogni tipo 1m

(b) One of 3 marks

Traduzioni
Tengono lezioni online (2) di lingue (1)
Corsi in video (2) ad esempio di yoga (1)
Sono esperti di web content (2) e web marketing (1)
Hanno un proprio blog o canale YouTube

2. (a) Three of 5 marks

Della, del, all', al, alla, alle **(2+2+1)**

(b) Two of 5 marks

- Lavorare a stretto contatto con la natura - all'aperto è un fattore positivo/ **(3+2)**
è un vantaggio per il nostro benessere/è benefico per noi
- Ci rende pieni di energia/capaci di fare di più
- È necessario sapere usare il tempo in maniera efficace
- Rifiutare di lavorare di continuo/di essere connessi sempre

3. (a) 5 marks

Possono avere accesso ai migliori talenti (3m) ovunque essi si trovino (2m)

(b) **Three of**

6 marks

È il fondatore del progetto *nomadidigitali.it*.

(2+2+2)

Da giovane ha una grande passione il mare/la sua passione era il mare

Da giovane ha una grande passione per l'esplorazione/aveva la passione per l'esplorazione

Da giovane gira il mondo

Da giovane lavora come/era istruttore subacqueo

Può chiamare tanti posti casa (ma non è completamente soddisfatto)

In Messico conosce una giornalista freelance

Viene a conoscenza del movimento dei nomadi digitali (che sta prendendo piede negli Stati Uniti)

(Rientra in Italia) con l'idea di portare avanti l'idea dei nomadi digitali/diffondere in Italia il movimento dei nomadi digitali

È un esperto in comunicazione online

È consulente freelance per lo sviluppo di progetti web.

4. (a) Two of

5 marks

Aiuta le persone che per scelta/per necessità si spostano (da un luogo a un altro)

(3+2)

Inizia fin da giovanissima a viaggiare

La sua prima esperienza è un anno in Inghilterra

Segue il marito che lavora nei Paesi sconvolti dalla guerra/dove vi sono emergenze umanitarie

Non si è mai pentita di questa scelta di vita nomade

*Ha rinunciato alla stabilità della professione di interprete/traduttrice

*Ha rinunciato a percorso professionale tradizionale come interprete/traduttrice

Ha ricevuto tantissimo da questo modo di vivere /ha fatto esperienze fuori dall'ordinario con questo stile di vita / ha avuto preziosi insegnamenti di vita scegliendo questo modo di vivere

Ha avuto la possibilità di crescere i suoi due figli in ambienti e culture diverse

Ha avuto la possibilità di crescere i suoi due figli facendone dei cittadini del mondo

Ha avuto la possibilità di crescere i suoi due figli più liberi dai pregiudizi

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La sua professione è online *1m*

La sua è una storia di successo di nomadismo digitale *1m*

Vive la vita in giro per il mondo/la vita nomade/in viaggio continuo *1m*

È sposata *1m*

Ha due figli *1m*

(b)

5 marks

Ha rinunciato ad un lavoro stabile/tradizionale/abituale/ordinario (3) come interprete/traduttrice (2)

5.

20 marks

Three of

(5+5+5+5)

Why

- Travel the world how and when suits you/to travel and move around when people feel like the need for it, and be able to discover wonderful places/tropical paradises living your life the way you want/working from home- doing remote working and /not taking holidays

- To be more flexible and have the chance to work everywhere people want/wherever you choose, to have the chance to adapt their job to their ideal lifestyle
- Promote a social/economic positive effect on the community where one lives/works
- Promote quality of life and allow companies to access/recruit the best candidates wherever they are located.
- Work in a place that allows people to be in touch with nature where people can be in the open air for their break/after work as it's very good for people's wellbeing/this will reflect positively on people's energy/clear thinking
- They are interested in working for a long period of time in very nice holiday places/destinations

Claudia

- She has made/gained out of the ordinary experiences, precious and important life lessons, the chance to have her two children grow in different cultures and environments her two children are citizens of the world/ free from any prejudice

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She is a success story *1m*

She helps people *1m*

She has travelled the world *1m*

## SECTION B                      Unseen Literary Passage                      (60 marks)

### *La lista delle cose semplici* (Lucia Renati)

1. (a) 5 marks  
Una casa e una famiglia (3+2)
- (b) **Two** of 6 marks  
È figlia unica/Ha tutto per lei (3+3)  
Ha una casa gigantesca  
Ha una stanza tutta piena di giochi (solo per lei)/possiede molti giocattoli  
Ha i vestiti tutti per lei  
Ha la camera con il letto grande (a baldacchino come le principesse)  
Camilla e altre amiche andavano a casa sua a giocare  
Dopo un po' si stancava quando le toccavano le cose e non era più tanto contenta di stare con loro

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È amica di Camilla *1m*

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

Ci sono le merende più buone di tutte
È carnevale
la mamma friggeva i fiocchetti e le castagnole

(b) **4 marks**
Perché lei deve rifare i letti (2) quando le figlie/loro/le bambine/Camilla (e sua sorella) non li rifa(nno) (2)

3. (a) Two of **6 marks**
(3+3)

È dove la famiglia sta insieme, dorme e mangia
È dove i bambini giocano fanno i compiti e la merenda
È il posto dove si torna sempre dopo che si è stati via
È il posto che è sempre lì che ti aspetta
È una cosa che non può non esistere
È il posto più sicuro che c'è

(b) **5 marks**
Sarebbe meglio essere figli unici
Per essere felici, sarebbe meglio essere figli unici *4m*

4. (a) Two of **5 marks**
(3+2)
Eravamo, chiamava, sapeva, si muoveva, calciava, dormiva, sembravamo, pesavamo, eravamo, doveva, era, ero, pesavo, stavo

(b) **One of** **5 marks**
Camilla era la più piccola
Camilla pesava 1,250 kg
Sara si era presa più spazio (nella pancia della mamma)
Sara era quella matta
Sara vuole fare sempre le cose al contrario di come andrebbero fatte
Camilla era la più calma
Camilla stava lì ad aspettare il suo turno senza fare troppo casino.

5. Four of: **20 marks**
(5+5+5+5)

- She is 9 years old; she lives with her family she believes that is not difficult to be happy you just need a family and a house; she went to Alice's house to play with her
- She has a cosy/welcoming/small house with many people living in it; she does not have a playroom but she has to share her bedroom with her sister
- When she is sick of playing with her sister her mom makes them a snack; she thinks that February's snacks are the nicest because it's Carnevale and her mom was making castagnole and fiocchetti for them they were adding sugar and alchermes

- She believes that it would be better to be an only child so you can get your own bedroom you can get a new rucksack every year you get new clothes/you don't have to wear the clothes from your older brothers and sisters
- Camilla feels safe at home/she thinks that home is the place where you are safe home is where family stay, sleep and eat together home is where the children play/have an afternoon snack/do their homework home is the place that is always there waiting for you/home is where you go back to when you have been away home is somewhere that has to exist/cannot but exist
- She has a twin sister/a sister called Sara when they were just born they weren't very pretty they did not weigh a lot as they had to share the same space in her mom's womb; Camilla was smaller/she weighed 1,250kg as her sister had taken more room in her mom's womb; her sister was the mad one/she wanted to do things the other way round; Camilla was calmer; Camilla was waiting for her turn without making too much fuss.

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She is the polar opposite to her sister *1m*

She is innocent/naïve *1m*

She has a simplistic view of the world *1m*

## B 2. Literary passage from prescribed novel

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

1. (a) 5 marks

Perché Beatrice continua a non andare a scuola/non c'è alla fermata dell'autobus

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Perché non sta più vedendo Beatrice *3m*

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

(i) Quando non c'è, le parole finiscono (2+2+1)

(ii) Quando non c'è, le pagine diventano bianche

(iii) Quando non c'è, manca inchiostro alla vita

(iv) Quando non c'è, non ha niente da dire

2. (a) 5 marks

Come si fa a trovare il proprio sogno/gli chiede del sogno

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

Nelle cose che ama/che lo appassionano

Nel cercare – trovare le cose che gli stanno a cuore

Deve partire da quello che sa già

Farsi le giuste domande

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Leggendo, osservando e interessandosi con grande slancio, passione e studio 3m

3. (a) **One of**

5 marks

Gli sta a cuore  
Le vuole bene,  
Vuole che realizzi il suo sogno  
Quando sta con lei gli scende la pace nello stomaco  
Si sente sicuro/ protetto con lei

(b) **One of**

5 marks

Deve fare qualcosa (2) perché non si può andare avanti con questo silenzio (3)  
Perché fra poco hanno una partita (2) e (se non si parlano/chiariscono) i Pirati saranno al naufragio/la partita non andrà bene (3)

4. (a) **One of**

5 marks

Perché è difficile capire (3) perché le sta a cuore (2)  
Perché c'è qualcosa in più (3) che non riesce a capire (2)  
Perché in lei c'è qualcosa di misterioso (3) che non può spiegare (2)

(b)

5 marks

Notte in bianco al quadrato

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Roba da non dormirci 3m

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*

**Three of:**

- To identify his dream he must look for it by asking the right questions He must read/ look around/take an interest in things.
- He must look for his dream by giving it everything he has got He must question all the things that he is attracted to/passionate about
- He must find out why he is attracted to or passionate about something the only way to find out about his dream is to dedicate some time and effort he must start from what he already knows

*Importance in the context of the novel*

- Here, the Sognatore, is giving Leo the sort of “guidelines” which will accompany him throughout the novel and which he will often refer to (directly or indirectly) in the process of becoming a more mature individual.
- These guidelines the Sognatore is giving also have an inspirational effect/call to action element to overcome Leo’s insecurities.
- 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.
- *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/conquering difficulties that we transform our dreams into reality; we grow stronger/use courage and achieve great things.
- This concept is promoted by *il Sognatore* and is readily accepted by Leo, 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.



**B. A ciascuno il suo (Leonardo Sciascia)**

1. (a) 5 marks  
Si salutavano e si parlavano (2) ma non mostravano tra loro intimità di parenti/cordialità d'amicizia (3)  
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(I rapporti col cugino della moglie) parevano immutati (2)
- (b) 5 marks  
(Più la compagnia era numerosa) e più si chiudeva (2) e in assorto/lontano silenzio (3)
2. (a) 5 marks  
Leggera cattiveria
- (b) 5 marks  
(al punto in cui era arrivato) Altro non c'era da fare che lasciar perdere  
Altro non c'era da fare che non pensarci più
3. (a) 5 marks  
Perché era affezionata alla casa (3) e al paese (2)
- (b) **One of** 5 marks  
Parte ogni mattina alle sette,  
Arriva mezz'ora dopo al capoluogo  
Gira per più di mezz'ora in attesa che si facesse l'ora della scuola  
Passa quella mezz'ora nella sala dei professori o in un caffè
4. (a) 5 marks  
Di imparare a guidare l'automobile (3) e di acquistarne una (2)
- (b) 5 marks  
Era andato per chiedere il certificato della sua penale castità/indispensabile per la patente
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*
- Until the night before the killing Roscio was on speaking terms with Rosello his wife's cousin

- Even though he and Rosello were related, their relationship was not that friendly. They weren't showing a very close friendship or a very close family bond His relationship with Rosello did not seem to have changed recently
- He was a private person and not very talkative even with Manno, his hunting partner, he kept his privacy and his distance
- He was a little more talkative with Laurana, his old school friend, when they were on their own
- Because of his private nature it was difficult to read his mind and obviously difficult to arrive at a conclusion that he was planning something against Rosello
- Roscio maintained with everyone, even with the pharmacist who was his constant hunting companion, a detachment that might seem like coldness/indifference.
- His conversation was limited to replies the more numerous the group the more he withdrew into a bemused/remote silence
- Only with an old companion like Laurana, he would talk more easily. Presumably, he behaved in the same way (he would talk easily) with the pharmacist during the long days they spent hunting
- His relationship with his wife's cousin seemed changed in those last days, although it would have been difficult to detect change in Roscio's laconic manner.

*Points from the novel*

- We are told that Roscio had caught his wife (whom he loved very much) and her cousin Rosello *in flagrante delicto*, and had decided to do something about it, which entailed first of all a visit to arciprete Rosello \_ demanding that his nephew (Rosello) leave the town for good
- We are also told that Roscio had mentioned to arciprete Rosello, that he was in possession of some incriminating evidence against Rosello and he was going to hand over this evidence to a friend of his, a communist politician, unless he did as he was told. This evidence would send Rosello to jail
- Roscio had obtained the incriminating evidence by "stealing it" from Rosello's office when he was there on his own
- He **later** went to meet the aforementioned politician asking him to help him send a "very important person" (Rosello), to jail, and had promised him to give him the incriminating evidence. He had not been seen by the politician after that
- We are also told that arciprete Rosello had informed his nephew of the threat by Roscio which leads to the conclusion that Rosello had decided to kill him then.

## 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
- Title and characters' names translated into English will be penalised
- A short introduction and conclusion are required for full marks
- Quotes are expected to be in Italian and pertinent, and will be penalised if in English
- Factual errors and clear reference to cinematic productions will be penalised

### A. *Bianca come il latte, rossa come il sangue – D'Avenia*

#### 1. The bond between Leo and Niko changes as the novel develops

- Niko represents the feeling of true friendship amongst two teenagers; a funny, jokey and easy friendship made of lazy afternoons
- They are like two brothers, they always know where the other one is.
- Leo doesn't have explain anything when he is with Niko; he never feels judged by him
- Niko has always the right answer to anything the right 'recipes' for the right situations.
- Leo would like to be like Niko and have clear and strong points of reference.
- They can always pick up where they left off "*come solo i veri amici sanno fare*"
- Niko e Leo share a lot of things together but we see the demise of their relationship quite clearly as events unfold and they lose touch with one another
- As Leo's complete focus on Beatrice grows he doesn't confide in Niko.

#### 2. The impact that the *Sognatore* has on Leo's life

- At the beginning Leo tries to make fun of *il Sognatore*
- He has a preconceived negative opinion of *il Sognatore*
- What follows is a slow but steady crumbling of Leo's view of teachers as being negative
- In spite of himself, Leo is actually listening to what *il Sognatore* says, which is not what he did with the other teachers
- With each passing lesson, Leo starts to take an interest in what *il Sognatore* is trying to teach him, thus overturning another one of Leo's long held views on teachers
- Leo is then inspired by *il Sognatore* to look for his dream thus becoming the motivational tool that the other teachers had failed to
- 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.
- *Il Sognatore* is also at hand when he explains to Leo that life needs to be accepted for what it is.

## **B. *A ciascuno il suo* – Sciascia**

### **1. The importance of the meetings between Luisa and Laurana**

- *Luisa Roscio* is without a doubt an important character in *A ciascuno il suo*, and it is the assassination of her husband alongside *Manno's*, which prompts *Professor Laurana* to undertake an investigation of the crime
- The first meeting between *Professor Laurana* and *Luisa Roscio*, takes place when under the guise of accompanying his mother, *Professor Laurana* pays a visit to the two wives of the murder victims, *Luisa Roscio* and *Signora Manno*
- With this first meeting, Luisa has already started “working” on *Professor Laurana*, having realised the effect her beauty has on him, and that he can be manipulated
- The second meeting between *Professor Laurana* and Luisa takes place following *Professor Laurana's* discovery of a meeting between *Roscio* and a politician friend of his in Rome during which *Roscio* had sought his help in exposing a “notabile”, on whom he (*Roscio*) had incriminating evidence (documents).
- Another important element of this meeting which is crucial for the development of the story is that for the first time, there is a suggestion (by *Professor Laurana*), that the letter to *Manno* might have been a smoke screen. As a result of this meeting, we can safely assume that *Rosello* (and *Luisa*) has finally come to the conclusion that *Professor Laurana* was a danger to their plan.
- The next meeting between *Professor Laurana* and *Luisa* takes place at the graveyard where he had gone with his mother to visit the graves of old relatives.
- The next and final meeting between *Professor Laurana* and *Luisa* takes place on his return to his teaching job after the summer holidays.

---

### **The significance of *Omertà***

The novel is a commentary on mentality and behaviour of the Sicilian society:

- *Omertà* hinders the investigation- No-one will cooperate with the investigation, no-one is willing to help the authorities, people are afraid of the consequences if they speak.
- *Professor Laurana* has very little life experience and is not cognisant of the reality of life in the society in which he lives, and so he pushes on with the investigation.

- 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
- *Professor Laurana* completely ignores the suffocating ethos of secrecy that is the reality of Omertà and pays no heed to the systemic corruption complicit in society.
- People's acceptance of the murder and the reason behind it: "il morto è morto, diamo aiuto al vivo"
- People don't want to seek justice, cooperating with the police is seen as a considerable threat to oneself
- When *Don Luigi* says about *Professor Laurana* "era un cretino", *Sciascia* is really pointing out the mentality and the behaviour, which dominates such a town.

## 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 to get full marks + 3 points

- Introduzione
- Cosa pensate delle scelte di vita fatte dai nomadi digitali?
- Vi piacerebbe fare un'esperienza di vita o di lavoro all'estero? Spiegate perché.
- È importante per voi conoscere culture e popoli nuovi?
- Quali sono i vantaggi di visitare Paesi nuovi?
- Avete mai fatto un viaggio studio o una breve esperienza di vita all'estero? Parlatene.
- 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 (6 points) 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
- Motivo
- Motivo
- Caratteristiche che rendono adatti/e
- Esperienza lavorativa
- Orari
- Modalità di pagamento
- Particolari di interesse

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

- Introduzione
- Periodo
- Durata del soggiorno
- Tipo di alloggio
- Esigenze specifiche
- Perché
- Interessi dei vicini
- Modalità di pagamento

## APPENDIX 1

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

|                                                                                                                                                                                                                                                  |                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|                                                                                                                                                                                                                                                  | (51 - 60 marks) |
| 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                                        |                 |
|                                                                                                                                                                                                                                                  | (42 - 50 marks) |
| 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                                                         |                 |
|                                                                                                                                                                                                                                                  | (33 - 41 marks) |
| 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. |                 |
|                                                                                                                                                                                                                                                  | (24 - 32 marks) |
| 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                                      |                 |
|                                                                                                                                                                                                                                                  | (6 - 23 marks)  |
| Shows almost no knowledge of text<br>No attempt at question asked<br>No reference to the text<br>All irrelevant material                                                                                                                         |                 |



If Individual point only:

Excellent: up to 18 marks

Excellent/extremely good point with no inaccuracies

Well – developed: up to 16 marks

Point fully covered and developed

Better than average up to 14 marks

Point made is reasonably developed

Average: up to 12 marks

Answer not always fully developed or clear

Below average up to 10 marks

Argumentation unclear some knowledge of text

Poor: up to 8 marks

Shows almost no knowledge of text

## 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                 |                |
| Fairly clear argumentation                    |                |
| Most elements of communicative task fulfilled |                |
| 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                  |                |
| 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 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.*

# **Italian Leaving Certificate 2022**

## **Script for Listening Comprehension Test**

### **Multiple Choice**

- 1.** Giorgio Parisi, fisico italiano nato a Roma nel 1948, è l'ultimo vincitore italiano del premio Nobel per la fisica e il sesto italiano a vincere il premio da quando è stato istituito. Sono sempre sei gli italiani che hanno vinto il Nobel per la medicina, di cui ricordiamo la grande ricercatrice Rita Levi Montalcini che lo vinse nel 1986.
- 2.** Attenzione passeggeri: per un ritardo sulla linea Napoli – Salerno, il treno in direzione Roma partirà con 25 minuti di ritardo dal binario numero 2. Si prega di raggiungere il binario due utilizzando il sottopassaggio.
- 3.** Torna “Sciocola” l'evento più dolce dell'anno! Giunto alla terza edizione, si tratta di un evento dedicato al cioccolato proveniente da tutta Italia che si terrà a Modena. Il festival con entrata gratuita permetterà di degustare, acquistare e scoprire il cioccolato artigianale. Sarà possibile inoltre assistere a dimostrazioni di cucina, laboratori per bambini, incontri gastronomico – culturali e laboratori per sculture di cioccolato.
- 4.** Per la prima parte della settimana al Nord ci sarà un tempo variabile con piogge forti e vento; maggiore stabilità al Centro-Sud con zone soleggiate e con temperature miti. Da giovedì, si avrà un tempo tipicamente primaverile, con vento, sole, pioggia e temperature dai 13 ai 18 gradi.
- 5.** La bellezza è fluida: la cosmetica tra inclusione e attivismo cambia faccia! Sono sempre di più le aziende che nel marketing dei loro prodotti si rivolgono a un pubblico senza genere specifico. Il tutto avviene con un coinvolgimento della comunità che attraverso i loro commenti, comunica suggerimenti e necessità.
- 6.** Milano vince un prestigioso premio ambientale per la sua iniziativa contro gli sprechi alimentari. Con ben tre centri di raccolta e distribuzione del cibo che non può essere più messo in commercio, la città italiana dà un grande esempio di solidarietà e tutela dell'ambiente. Centinaia di volontari e aziende collaborano per evitare lo spreco di cibo e aiutare chi è in difficoltà.
- 7.** I monopattini elettrici stanno conquistando le maggiori città italiane. Sono numerose le aziende che permettono il noleggio di questi mezzi di trasporto rendendo gli spostamenti in centro città ancora più agevoli ed economici. Con l'introduzione di più operatori, noleggiare un monopattino elettrico costa sempre meno.
- 8.** Oltre alle grandi aziende del tech, anche le amministrazioni comunali si stanno aprendo alla nuova tendenza con un regolamento che prevede la presenza di animali domestici negli uffici pubblici. Ma il comune di Crema è andato oltre, adottando due gatti che vivono stabilmente negli uffici pubblici. I mici contribuiscono alla serenità e lavoro di squadra dei dipendenti.

**DIALOGO 1:****Lorenzo e Luisa**

**Luisa:** Lorenzo ciao! Da quanto tempo non ci vediamo! Dove stai andando?

**Lorenzo:** Sto andando proprio adesso ad una riunione che si tiene nella palestra nel centro sportivo di fronte alla libreria universitaria per un progetto che sto seguendo. Inizia alle sette e un quarto!

**Luisa:** Ah interessante, e di che progetto si tratta?

---

**Luisa:** E di che progetto si tratta?

**Lorenzo:** È un progetto che si chiama "Scambio tra generazioni", fondamentalmente è uno scambio tra gli anziani della città e i giovani studenti universitari in cerca di alloggio. Molti anziani vivono in case grandi da soli e sarebbero felici di offrire una stanza libera. Come sai, è molto difficile trovare un appartamento per uno studente fuori sede. Quindi vogliamo proporre agli anziani soli di ospitare uno studente universitario a casa loro.

---

**Luisa:** Ma che bello! E che cosa bisogna offrire in cambio di ospitalità?

**Lorenzo:** Mah piccoli lavoretti in casa, per esempio fare la spesa, cucinare, lavare i piatti oppure passare l'aspirapolvere, pulire i pavimenti o occuparsi degli animali domestici.

---

**Luisa:** Beh fantastico! E ci sono altre mansioni?

**Lorenzo:** Sì, certo, si chiede di essere disponibili ad accompagnare gli anziani alle visite mediche oppure tenere compagnia guardando un film, leggendo un giornale o facendo qualche passeggiata insieme.

**Luisa:** Proprio un ottimo scambio!

## DIALOGO 2:

### Agata e Franco

**Franco:** Ciao Agata ho sentito che hai vinto una borsa di studio per il tuo progetto artistico! Complimenti!

**Agata:** Sì, non me l'aspettavo! Sono felicissima e molto orgogliosa, ma non ho l'energia per festeggiare sono molto stanca! Il mese prima della scadenza ho dovuto lavorare tutte le sere fino a tardi, ho dormito poco e non ho fatto pausa nemmeno nei fine settimana!

---

**Franco:** Immagino!

**Agata:** Non solo seguirò dei corsi di arte gratis, ma dovrò anche organizzare dei laboratori estivi per bambini sotto i dieci anni.

---

**Franco:** Che bello! E che cosa pensi di organizzare per i bambini?

**Agata:** Come sai mi occupo dell'arte del riciclo. Ci saranno dei corsi per sviluppare la creatività attraverso l'uso di materiali che di solito buttiamo, come bottiglie, lattine, scatole di cartone e vestiti vecchi.

**Franco:** Complimenti! E poi, cosa pensi di fare?

**Agata:** Mi piacerebbe aprire una scuola d'arte per dare occasione ai giovani che non hanno molte opportunità per sviluppare la loro creatività e impegnarli durante il loro tempo libero. L'arte come la musica, lo sport e la natura, ha un effetto molto positivo sul nostro benessere.

## DIALOGO 3:

### INTERVISTA a Piero De Bellis

Buongiorno a tutti. Oggi intervisteremo Piero De Bellis, un simpatico e interessante giovane di 26 anni appassionato di vela e originario di Genova. Piero sta compiendo il giro d'Italia in barca a vela e ci racconterà come è nata questa avventura.

Ho deciso di fare il giro d'Italia in barca a vela lo scorso maggio per raccogliere fondi per le associazioni ambientaliste che si dedicano alla protezione del mare.

---

#### Quando hai imparato ad andare in barca a vela?

Beh, ho molta esperienza in barca a vela. Infatti, ho cominciato quando ero bambino a circa 5 anni. Sono diventato molto bravo nel corso del tempo ma non ho mai partecipato ad una gara. Volevo quindi mettermi alla prova con un viaggio lungo.

---

### **Dove è iniziato il tuo viaggio?**

Sono partito da Genova e mi fermo nei porti più grandi d'Italia dove organizzo la proiezione di un documentario. Il documentario cerca di informare il pubblico sul problema della plastica nei mari.

---

### **E come reagisce il pubblico?**

La gente è molto curiosa. Per esempio mi chiedono come mi preparo prima del viaggio, se ho paura e se mi manca la mia famiglia.

---

### **Qual è uno dei più grandi pericoli in mare?**

Beh, i cambiamenti improvvisi del tempo. Le tempeste in mare fanno molta paura, ma anche il forte sole estivo che può causare disidratazione e stanchezza.

---

### **E come ti alimenti?**

Cerco di mangiare molta frutta e verdura cruda per tenermi idratato. Ma ho anche bisogno di proteine, quindi mangio molte lenticchie in scatola, fagioli, formaggi e uova. Porto sempre dei biscotti di riserva.

---

### **Progetti per il futuro?**

Mi piacerebbe continuare a viaggiare e scrivere un libro sulle mie avventure. Vorrei continuare a sensibilizzare la gente sui problemi del mare perché sogno un pianeta senza inquinamento.

---

### **E dopo questo viaggio?**

Dopo aver finito il tour, voglio fare qualche giorno di riposo in montagna per vedere dei paesaggi diversi e fare una pausa dal mare!



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