



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2023

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
2023
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.
- Section A and B reading comprehensions: Qs 1-4 If the answer given by candidate is not complete 1m will be deducted
- 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.
- If an answer is cancelled and a second answer is given, accept the uncanceled answer.
- If more than the required number of uncanceled answers are given, surplus incorrect answers nullify the marks awarded for the correct answers.
- If the only answer given is cancelled, the cancelling is ignored and the answer marked as normal.

LISTENING COMPREHENSION

80 marks

READING COMPREHENSION

120 marks

WRITING

100 marks

Total marks: 300

LISTENING COMPREHENSION TEST

80 MARKS

Section A

16 marks (8x2)

1.

- a) a hotel
- b) a jewellery shop
- c) **a pastry shop**
- d) a restaurant

2.

- a) flooding in Venice
- b) glass making in Venice
- c) the history of Venice
- d) **the impact of mass tourism in Venice**

3.

- a) astronomy
- b) **good manners**
- c) learning a new language
- d) the environment

4.

- a) new collection of plants
- b) new guided tour
- c) **special summer events**
- d) temporary closure

5.

- a) **lifeguard**
- b) shop assistant
- c) tour guide
- d) translator

6.

- a) **a drought and very high temperatures**
- b) rain and flooding
- c) thunderstorms
- d) unusually cooler temperatures

7.

- a) a discount on their next flight
- b) **hot meal and drink**
- c) duty-free shopping
- d) hotel accommodation

8.

- a) artificial intelligence
- b) fashion
- c) nutrition
- d) **recycled materials**

SECTION B

64 marks

Dialogue 1 Conversation between Marco e Maria

18 marks

1. Any **two** of

4 marks (2+2)

Holidays/Enjoy time of/summer
(Going to the) seaside/beach
(Practicing) water sport/sport + water element

She was/had to go in hospital 1m
Tore/broke ligament 1m

2. Any **three** of

6 marks (2+2+2)

Sunbathing
Swimming
Boat tours/ rides (sailing?) (boat+sea element/trip at sea)
Hiking/ walking (along the marked paths)
Photography/taking photos (taking photos of the wonderful landscape)

3. Any **two** of

4 marks (2+2)

Youth
It's in Monterosso
It's overlooks the sea/beside the beach
Previously it was the old/antique/it was a(primary) school (of the village)
Small
(Very) nice/ cute/lovely (no beautiful)
2 rooms for four people (each) / 2 quadruple rooms
It has a kitchen (1m) to prepare meals (1m)/ you can make food/dinner

Two rooms 1m
Kitchen 1m
Prepare meals 1m

4. Any **two** of

4 marks (2+2)

She doesn't have a car/no car
It's a nightmare/awful/horrendous/don't like travelling by the car in the summer (both element)
She would not + relaxed/calm /quiet /relaxing (the message has to be conveyed)

A nightmare 1m

Dialogue 2 Conversation between Max and Anna

14 marks

1. 6 marks (2+2+2)

- She slipped/fell (1m) on the ice (1m)
- She injured (1m)/hurt her leg (1m) (looking for both elements)
- had to rest/out (1m) for three weeks (1m)

She was/had to go in hospital 1m

Tore/broke ligament 1m

2. Any **two** of 2 marks (1+1)

- Her coach/trainer/manager
- Her teammates/squad/team pals/girls on my squad
- Her parents

3. Running fast/quick 2 marks

Running/run 1m

Headaches 1m

loss of appetite 1m

4. **Two** of 4 marks (2+2)

- The dates of the final (1m) have been postponed/changed/later (1m)
- There are four weeks (1m) left/remaining/to the final (1m)
- (She is confident) that she will recover (1m) in time (1m)/she will be better in time/she can get better on time/plenty of time to recover/she has lots of time

Dialogue 3 Interview with Sabrina Bellanova

32 marks

1. A/One-month's (1m) work (experience)/stage (1m) in a tourist office (2m) 4 marks (2+2)

2. She worked as waitress (2m)/in April (1m) and May (1m) (before going away) 4 marks
worked 1m

3. **Give four details** 4 marks (1+1+1+1)

- It's a village/small town
- In the west of Ireland
- In the countryside
- a farm with animals
- (It was near) a river
- (It was near) an (old) castle
- It was not far from the city/beside the town

4. Any **four** of 4 marks (1+1+1+1)

- Irish
- German
- Slovak
- Spanish
- French
- Polish
- Dutch

5. Any **one** of 2 marks

- (lunch break) In Italy are longer/long
- In Italy they can last (up to) 2 hours
- In Ireland they last (for at most) an hour/it is only an hour long/is shorter

6. 4 marks (2+1+1)

- She learnt/ to play/playing/ camogie/one of the national sports
- She took part in a choir
- She went to Irish dances/balls (lesson)

If only point
She played 1m
Camogie/ national sport 1m

7. 6 marks (2+2+2)

- Potatoes/strawberries are superior/unbeatable/excellent,
- there is not much variety/choice/types/not as much as in Italy,
- and (a lot) is imported/exported (from abroad)

Food is good *1m*
quality is excellent *1m*
strawberries/potatoes are mentioned *1m*

8. **One** of 4 marks

- She will work in a summer camp (2m) with children between 6 and 12 (2m) years of age.
- She will have to organise/to plan/prepare/to do (2m) some games/activities through/in English (2m)

SECTION A READING COMPREHENSION (60 marks)

Journalistic Passage Influencer, mestiere nuovo e affascinante.

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) 5 marks

Si costruisce una reputazione (sul web e sui social media) grazie alla competenza acquisita in un particolare ambito

Ha una competenza acquisita in un particolare ambito come la moda, ecc. (3m)

Si costruisce una reputazione (2m)

Ha una presenza sul web/sui social media (2m)

(b) 5 marks

(Il guadagno) viene dalla diffusione di messaggi promozionali fatti per conto di aziende e brand

Con la diffusione di messaggi promozionali (3m)

Con messaggi promozionali (2m)

2. (a) 5 marks

Essere appassionati qualcosa e diventarne esperti attraverso lo studio

Diventare esperti di qualcosa (2m)

Essere appassionati qualcosa (2m)

Studiare bene un argomento (2m)

~~~~~

doti personali di convincimento 1m

**(b) 5 marks**

(Non perdere mai l'occasione) di partecipare ad eventi e meeting sull'argomento (d'interesse)

(Non perdere mai l'occasione) di partecipare ad eventi e meeting

Partecipare a eventi/meeting (4m)

**3. (a) 6 marks**

Improvvisando, rischierebbe di non essere ritenuto credibile e di conseguenza di non avere seguaci/persone che ti seguono/follower

Rischierebbe di non essere ritenuto credibile (3m)

Non avrebbe seguaci (3)

(b) 4 marks

(Crea il contenuto) scattando foto (1m), realizzando video (1m) oppure scrivendo post (1m) o scrivendo/preparando articoli(1m)

~~~~

(Pubblica contenuti) scegliendo il materiale migliore tra immagini, video, articoli, consigli o semplici informazioni *2m*

Prepara attentamente una strategia *1m*

Prepara un piano di pubblicazione *1m*

scegliendo le miglior tematiche tramite articoli e foto *1m*

Minimum list of 4 without verb only (for both) *2m*

4. (a) 6 marks

Sceglie/scegliere il momento opportuno per pubblicare il nuovo contenuto elaborato.

~~~~

Pubblica il nuovo contenuto *3m*

Scegliendo il momento opportuno per pubblicare *3m*

Pubblicare/condividere *1m*

Scegliendo il momento opportuno *1m*

(b) **Two of** 4 marks

Stimolando/catturando/monitorando/osservando/apportando (2 marks each)

5. 20 marks (5+5+5+5)

### Starting point

- You need to be passionate about something and become an expert on it by an in-depth study of the subject.

### Things to be done

#### **Two of**

- Participate in/be part of/join thematic groups/subject groups and link with other influencers in the same sector
- Open a personal blog, update it daily, promote/publicise it appropriately.
- Source/create the best material/content relevant to the topic
- Share/publish/post videos/photos/posts/articles online\* at the appropriate time
- Always take part in/never miss a chance to go to events and meetings related to the subject of interest
- Build an online reputation/gain credibility thanks to competence/expertise in a subject

- Prepare a strategy/plan and analyse/monitor results from comments, sharing, views, clicks
- Interact with/involve/encourage participation of the public/users/followers through chats/posts/online\*\* and attract new users
- Publish promotional material/ads for companies/brands for earnings/ payment

~~~~

share online *1m*

get as many followers as possible *1m*

make/create videos/photos/material *1m*

create a page online *1m*

Mistakes to be avoided

- It cannot be an improvised activity (4) always be prepared (1)

~~~~

Don't try to do something without a plan *4m*

risk of not being credible *1m*

and not having followers *1m*

## SECTION B Unseen Literary Passage

(60 marks)

### *La babysitter* (Giulia Sara Miori)

1. **Four of**

8 marks (2+2+2+2)

Abita da sola  
Non cucina mai  
Abita in una (casa/un appartamento) semplice/spartano/anonima  
È una persona anonima  
Non fa la spesa molto spesso  
Compra prodotti in offerta  
Il suo frigo è quasi vuoto  
Mangia spuntini/snacks velocemente  
È studentessa all'università di Milano/Studia all'università/ studia a Milano/ è studente all'università  
Abita a Milano  
Non ha molti amici/pensava di essersi fatta tanta amici  
È introversa / non è estroversa/non è espansiva

2. (a) **Two of**

6 marks (3+3)

Ha bisogno di soldi/ necessita denaro  
le piacciono i bambini/ ama i bambini  
non le dispiace l'idea di fare la babysitter

(b) **Two of**

5 marks (3+2)

Per i suoi capelli biondi  
con i boccoli/riccioli  
per come si trucca/il trucco/rossetto rosso, eyeliner e molto blush colour

3. (a)

6 marks (3+3)

Offrono vitto e alloggio (e lei ha pochi soldi)/Offrono alloggio/vitto  
Avrebbe tempo per studiare

(b)

5 marks

Poco impegnativo/facile/piccole incombenze quotidiane

4. (a) **Two of**

6 marks (3+3)

È la bambina che telefona  
La bambina chiede se ha lasciato un messaggio  
Sono le undici e mezza di sera  
è tardi  
Emma pensava fosse uno scherzo  
Il dialogo/la circostanza è strano/a  
La bambina dà del tu a Emma

La bambina chiede ad Emma di andare a casa sua  
Emma pensava fosse per il colloquio

~~~~

Non era tranquilla/panico/riattacca il telefono 2m

(b)

4 marks

Torna a letto.

5. Four points are required

20 marks (5+5+5+5)

Reasons to be dissatisfied

- She thought she would have made a lot of friends but she did not
- It's hard to make friends because many fellow students don't live in Milan
- Her connections and relationship are little more than shallow and casual
- Her room is anonymous like her
- She has financial problems

~~~~

hope to make money (aveva bisogno di soldi) 3m

she did not make a lot of friends 3m

she has no friends 2 m

**Concern**

- She has financial problems/because money is scarce
- She has to watch what she buys and eats
- Milan is not what she expected in terms of making friends

**Reaction to phone call**

- At first she is surprised (3m) because it's late and it's a young girl who makes the call (2m)
- She seems to feel the situation is somewhat eery/uneasy/anxious (3m) because the call is strange. (2m)
- She panics/ she feels confused (3m) because she thinks it's a prank/joke (2m)
- she feels unsafe (3m) she goes under the covers/she locks the door (2m)
- she feels indecisive (3m) because she does not know what to do (2m)

## B 2. Literary passage from prescribed novel

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

1. (a) 5 marks (3+2)  
Non ci può credere/È sorpreso.  
Si sente un re che tocca il cielo con un dito (o qualcosa del genere)  
/ è contentissimo/ è euforico /è felice/Si sente come un re
- (b) 5 marks (3+2)  
i festoni argentati/ le palle di Natale/ e le lucette/albero  
~~~~~  
Barba/barbone 1m
2. (a) 5 marks
Si è spaccato un braccio (3m) giocando a calcio (2m).
~~~~~  
Operazione 1m
- (b) 5 marks  
Non fa ridere/non è buona/non è divertente  
~~~~~  
male/cattiva 1m
3. (a) 5 marks
(Perché ogni volta che ci si mette) succede qualcosa di male
/ha paura che potrebbe andare male
~~~~~  
Succede qualcosa 3m  
che andrà male 1m
- (b) 5 marks (3+2)  
I sogni veri si costruiscono con gli ostacoli, altrimenti non si trasformano in progetti  
(ma restano sogni).  
~~~~~  
Tutto è andato in frantumi 1m
4. (a) 5 marks (3+2)
Perché stava facendo qualcosa di speciale.
Stava realizzando il suo sogno portando la lettera.
- (b) 5 marks
Vuole essere come un supplente sfigato (di storia e filo) / Vuole essere come il
Sognatore

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

20 marks (5+5+5+5)

Leo's view of il Sognatore

Three of

- He is very impressed by the fact that he (a teacher) goes to see him (at the hospital, a sign of humanity, generosity, and real concern for his student).
- He finds him funny he is good company Leo likes him.
- He thinks he is "a normal person", i.e., *not stuck up*, because he tells things like a normal person would/he treats him like an equal/adult/not a student/he tells him about life/he has a life
- He realises that they are not so different. He is a *normal person* who has a *normal life*.
- He is not afraid of being made fun of, as shown by the fact that he laughs when Leo calls him il Sognatore
- He has respect for the Sognatore i.e., when he tells the joke he laughs not to hurt his feelings.
- He trusts his/he confides him as he tells his deepest thoughts - story of Beatrice
- He cries in front of him it shows he trusts him.
- He encourages him to pursue his dream.
- He is somebody you look up to/listen to, and he manages to do this without being nasty/ he respects him/he admires him.
- The ultimate compliment is when he states at the end of the passage that he would like to be like him/he aspires to be like him
- He is cool/ he is not sfigato/he finds him cool he wants to be like him.

Importance in the context of novel

One of

- This passage shows that Leo now sees Il Sognatore in a very positive light and goes as far as admitting that he would like to be like him. It goes without saying that il Sognatore has now become a **reference point and a role model** for his pupil. This is important in the context of the rest of the novel
- When Leo is faced with Beatrice's disease and subsequent death, it is to the Sognatore that he will turn for answers having established him to have all the qualities listed above. Il Sognatore is also the person **who encouraged** Leo to find his dream to be a writer
- He encouraged him to be more confident, strong, to improve his life.
- Development of bond from the beginning now he sees the opposite from the beginning of the novel where he was just a sfigato/looser.
- he has become more a father figure/ a big brother - development of bond- he realised how strong it is.
- he actual taught him something/he wants to make him proud /he is a teacher/ mentor / for life lesson.

B. A ciascuno il suo (Leonardo Sciascia)

1. (a) 5 marks
Perché era (così) assorto nei suoi pensieri.
- (b) 5 marks
Così ci avrebbe pensato lui a darla (la notizia) ad ogni amico che sarebbe arrivato/
avrebbe raccontato la storia a chiunque
2. (a) 5 marks (3+2)
Urla "Un Cristo"/ Urla una imprecazione/esclamazione
e Pensa sia uno scherzo/"E' uno scherzo"
~~~~~  
era scioccato/sorpreso 2m
- (b) 5 marks  
Ne/della caccia riprovava le irragionevoli spese e fatiche/la caccia  
era troppo costosa e faticosa.  
~~~~~  
I cacciatori sono capaci di tutto 3m
Apprezzava la pernice al brodo e il coniglio all'agrodolce. 3m
3. (a) 5 marks
L'antico e nobile diporto (della caccia).
- (b) 5 marks
Don Luigi ha sospetti su tutti i presenti sia per l'avvelenamento dei cani
che per la lettera anonima
~~~~~  
Don Luigi ha sospetti sui (tutti i) presenti 3m
4. (a) 5 marks  
A stare allo scherzo
- (b) 5 marks  
Minacciato.
5. Candidate must refer **both** to the passage and to the text as a whole 20 marks (5+5+5+5)

**What we learn about the letter from the passage.**

**Three of**

- The letter sent to Manno is an anonymous letter/we do not know who wrote it contains a death threat
- Manno believes it was sent to him to keep him away/to stop him from shooting (hunting).
- Don Luigi believes that it could have been sent by other hunters because they are capable of that and more.

- Don Luigi even suspects/think that Manno could have sent the letter to himself
- All those present agree that the letter should be seen as a practical joke/the letter is joke
- The pharmacist showed the letter to the Maresciallo.

#### **What we know about the letter at the end of the novel**

- By the end of the novel, we have learned that the letter was a smoke screen to divert the attention from the real target Roscio, who was to be eliminated because he had discovered dangerous evidence that could harm Rosello. The latter had devised the letter so as to cover up his elimination as collateral damage in the hunting expedition of Manno and Roscio, rather than the intended target. Rosello sent it to divert attention away from being exposed for corruption as Roscio had evidence that could harm/against him. (who + why)

~~~~

Cut out from newspaper/ Osservatore romano (any reference) *1m*

B 3 Essay on prescribed text

Use the descriptors in Appendix 1

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

- **Apparition/Dream:** When we are first introduced to the character of Beatrice, she is only an "apparition" (Leo's dream), and Leo is smitten by this beautiful girl, and is "in love with her".
- **Unselfish and caring/Altruistic** In spite of her obvious suffering, she is more concerned for her guest(s) than for herself: "Beatrice si preoccupa per noi e dovrebbe essere il contrario".
- **Resigned to her fate/Realistic** When Leo declares his love for her, she is grateful for his declaration.
- **Positive/Curious/Inquisitive** In spite of her failing health, Beatrice encourages Leo to share his love for music with her which is a sign of positivity and a desire to make a meaningful connection with Leo.
- **Inspirational** Even though the time spent with Beatrice is short, for Leo it's the lesson of a lifetime.
- **Perceptive** Showing great perception, Beatrice has noticed the special connection Leo has with Silvia and is not afraid to tell him that thus showing him his real love.
- **Generous** The gift of her diary to Leo, is another sign of her generosity, and makes Leo appreciate her even more.
- **Faith in God** Her diary is made of up her letters to God, she trusts she will wake up with God, it helps her to be less fearful.
- **Frail** She is so weak and frail, it brings out Leo's tenderness, he has her life in his hands, and it gives him strength.
- **Encouraging** She helps him to bring out the best in himself, believe in himself, be confident
- **Loving** She teaches him what love is - and how love really is/ The tender dance

2.

- **Nothingness v. Passion/Love:** The novel opens with a reflection on the colour white, which Leo can't stand. It's the colour of silence, of boundlessness, of nothingness, of emptiness. As such it shouldn't even be considered a colour. Red, on the other hand, is the colour of Beatrice's hair and, being associated to his beloved, has a positive connotation, contrary to the colour white.
- **White days/ Red strong events:** White is the colour associated to those moments when Leo feels nothing, when his mind and soul are 'empty', when he feels no energy to do anything.
- **Blood/Sickness:** Also studying Ancient Greek in school, he learns that Beatrice's disease, leukaemia, come from the Greek words for "white" and "blood". This confirms the negativity and ill omen the colour white carries with itself.
- **Fear v. courage:** In a situation in which he wants to give himself courage he says "Fear is white. Courage is red."
- **Abandonment / rejections / loneliness (to contrast with red/passion/ feeling love)**
At a moment when he feels low and helpless, he describes himself as "floating in a white desert", in fact all such moments in the novel are "white"
Red, on the other hand, is the colour of Beatrice's hair and, being associated to his beloved, has a positive connotation, contrary to the colour white.
- **Stimulation of the senses/descriptive:** Red: powerful when describing emotions and feeling, of all strong emotions, even those that bring you down.
White: sense of nothingness, nothing to say, "pagine bianche".
- **Dreams:** His dreams are tinted in red - positive.
His dreams turn white when he is not with her, he is left with no dreams if she is gone.
- **Tenderness/loving mother:** Red are his mother's eyes (a loving mother) after his accident.
- **Silvia/Bea:** Smile is red and white page 200 / Bea's smile is not red as usual, it is white.
Intro – Silvia white / Bea passion

B. *A ciascuno il suo – Sciascia*

1.

- From his first reaction to the newspaper, we see that Laurana's death was to be expected.
- He fails to understand that the concept of Omertà is the bible by which everybody around him lives.
- He is naïve. He does not heed the warnings given to him during his investigation.
- He is infatuated with Luisa.
- He is careless. He talks too much in a society where silence is the rule and those who talk are punished.
- He is an unlikely investigator.
- He thinks he sees things that other people don't - he thinks he is more qualified than others to investigate, feels an intellectual superiority. He is vane and arrogant, as he thinks he can conduct the investigation properly, while lesser people, even people in the business, cannot.
- Once he told Rosello about his theory on the investigation, we know he is doomed/death to be expected- Rosello has to get rid of/conceal/destroy any evidence against him.
- Luisa is corrupt - she leads him to his death.
- The reader knows that there is no justice in that corrupt society/world of the Mafia.

2.

Neither Il parroco di sant'anna nor Arciprete Rosello project a good image of the church.

- Il parroco di sant'Anna became a priest because his uncle was a priest who left him his wealth provided, he became a priest.
- He remains a priest because it suits him because of the privileges it brings.
- He boasts of the fact that the church authorities cannot touch him, because he has "something" on everyone.
- His main interest is collecting and selling all forms of art, religion is a nonrunner.
- His dislike/hatred for Arciprete Rosello is remarkable.
- He knows who does what in the town but is prepared to accept it and do nothing about it showing signs of cynicism.
- Self-preservation is his main driving force.
- Arciprete Rosello appears to be a saintly man, but he too is more concerned with earthly matters.
- He cherishes and plays out his role as the head of the Rosello household, particularly concerned with keeping the name and the property "ne era il capo non soltanto spirituale".
- Like his fellow citizens he conveniently prefers to point the finger at Manno as the instigator of the double murder through his "indiscretions", not wanting to entertain the idea that any member of the Rosello family was involved.
- His objective is the reunification of the property through the marriage of Luisa and avvocato Rosello.

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
- Perché credete che sia possibile avere questo effetto sulle persone?
- Volete essere un personaggio di riferimento per altri? Perché?
- Le qualità di un buon influencer?
- Vi piacerebbe lavorare nel campo dei social media?
- Parlate di un influencer che seguite
- Conclusione

2. Guided composition

25 marks

| | |
|---------------------------|----------|
| Content and communication | 15 marks |
| Language | 10 marks |

Use the descriptors in Appendix 2

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

12 marks for points covered and well expanded
3 marks for overall coherence

3. Formal Writing

50 marks

- Correct register and 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
- Particolari del corso seguito
- Dettagli del feedback:
due cose di cui si è soddisfatti + una cosa non soddisfatto
- Opinione sulle attività extracurricolari
- Suggerimento per migliorare in futuro

(b) The following points to be covered

- Introduzione
- Date soggiorno
- Tipo di alloggio
- Esigenze
- Info lezioni
- Cose da fare e/o da vedere (per non sciatori)

APPENDIX 1
SECTION B QUESTION 3 ESSAY (IN ENGLISH OR IN ITALIAN)
ON PRESCRIBED LITERARY TEXT

(51 - 60 marks)

Answers the question fully
Demonstrates excellent knowledge of the text as a whole
Accurate quotes/references to the text in support of all points made
No irrelevant material or repetition of points

(42 - 50 marks)

All points covered
Demonstrates very good knowledge of the text as a whole
Makes ample accurate references to the text
Some irrelevant material and some small repetition of points

(33 - 41 marks)

Answer not always fully developed or clear
Demonstrates adequate knowledge of the text as a whole
Makes some references to the text, but they may be slightly vague or inaccurate
Substantial irrelevant material and repetition of points.

(24 - 32 marks)

Argumentation unclear
Some or little knowledge of the text as a whole
Below average answer of the question
Makes little reference to the text
A lot of irrelevant material and repetition of points

(6 - 23 marks)

Shows almost no knowledge of the text
No attempt at the question asked
No reference to the text
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

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

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

Language (essays)

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

Language (letter)

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

APPENDIX 3

MODIFIED MARKING SCHEME

A modified marking scheme 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 2023

Script for Listening Comprehension Test

Multiple Choice

1. La Pasticceria Giotto è un laboratorio di pasticceria solidale che sforna dolci artigianali con il rigore che l'alta pasticceria impone. La pasticceria sforna ogni giorno dolci, biscotti ma anche prodotti salati come grissini. È un'ottima idea per addolcire e rendere più solidale il vostro Natale!
2. Ritorna *Lunedì al Cinema*, la rassegna di film italiani presso l'Istituto Italiano di Cultura di Dublino. Lunedì scorso è stato proiettato *Welcome Venice* un film di Andrea Segre, che parla dell'impatto del turismo di massa sulla città di Venezia, la carenza di alloggi per i residenti e lo spopolamento della città.
3. In alcune scuole stanno introducendo l'insegnamento della gentilezza e della buona educazione. Il corso si basa sul libro di Angelica Montagna che si divide in tre parti: le buone maniere, un test per capire cosa si è appreso e un gioco per mettere alla prova la propria gentilezza.
4. L'Orto Botanico di Padova apre le sue porte alle serate estive con appuntamenti per vivere pienamente gli spazi dell'orto attraverso musica, poesia, danza e presentazioni di libri. L'orto fu fondato nel 1545 per la coltivazione di piante medicinali ed è stato dichiarato patrimonio dell'Unesco nel 1997.
5. Ti piacciono il sole, il mare e aiutare gli altri? Per la stagione estiva 2023, si ricercano bagnini da giugno a settembre. Le mansioni prevedono la sorveglianza della spiaggia e piscina, operazioni di salvataggio e il noleggio di ombrelloni e sdraio.
6. L'emergenza siccità continuerà a imperversare durante il mese di luglio. Il governo sta promuovendo una campagna per ridurre l'impatto del caldo africano che si sta battendo su tutta la penisola. Le temperature estive arriveranno a toccare la punta di 40 gradi nelle aree metropolitane.
7. Si annuncia il ritardo del volo con destinazione Palermo a causa di un problema al motore del velivolo. I passeggeri sono cortesemente invitati a ritirare il buono per un pasto caldo e una bibita presso il banco check-in numero 27. Si prevede che l'imbarco inizierà alle 17.15.
8. All'ultimo Salone del mobile di Milano ci sono materiali d'arredamento sempre più ecologici! Le sedie presentate dal famoso marchio di mobili *Kartell* sono interamente fatte da capsule di caffè riciclate! Ma molti altri oggetti d'arredo possono essere ottenuti dal riutilizzo dei rifiuti!

Dialogo 1

Ciao Maria, come stai?

Bene grazie, ho appena finito l'ultimo esame di farmacia della sessione estiva e sono pronta per godermi le vacanze! Non vedo l'ora di andare al mare e fare un po' di sport acquatici!

Ottimo, infatti volevo proprio proporti di venire in vacanza con il mio gruppo di amici.

Bene e dove pensate di andare?

Ci piacerebbe andare alle Cinque Terre. È un ottimo compromesso perché nel gruppo c'è chi ama il mare e chi vuole fare escursioni in montagna!

Eh sì, le Cinque Terre sono perfette! Si possono fare molte attività come prendere il sole, nuotare, fare dei giri in barca o fare passeggiate lungo i sentieri. Gli appassionati di fotografia possono fare delle foto stupende del panorama da lì!

E dove pensate di alloggiare? Le Cinque Terre sono molto costose...

Sì, infatti, ma per fortuna c'è un ostello della gioventù a Monterosso.

Che bello!

Sì, si affaccia sul mare ed è stato ricavato dall'antica scuola elementare del paese! L'ostello è piccolo ma molto carino. Abbiamo prenotato due camere da quattro persone e possiamo preparare i pasti nella cucina dell'ostello, quindi, sarà una vacanza economica!

Beh, fantastico! E come pensate di viaggiare? Io non ho la macchina purtroppo!

Non preoccuparti, non serve la macchina! Abbiamo scelto *Le Cinque Terre* anche perché si possono raggiungere facilmente in treno!

Ottimo, adoro viaggiare in treno. Viaggiare in macchina in estate è un incubo. Non mi sentirei affatto tranquilla. Preferisco il treno perché è rilassante ed è molto più sostenibile! In più ci sono molti sconti per gli studenti!

Dialogo 2

Ciao Anna, come stai? È da qualche settimana che non ti vedo in giro.

Sì ricordi quando ha fatto tanto freddo qualche settimana fa? Purtroppo, sono scivolata sul ghiaccio e mi sono fatta male a una gamba. Ho dovuto riposare per tre settimane.

Ah, mi dispiace! Ma sei stata in ospedale?

Sì, ma solo per fare i raggi e per fortuna ho solo una torsione ai legamenti. Il mio allenatore, le mie compagne di squadra e persino i miei genitori sono molto preoccupati perché c'è il campionato.

Ah, mi dispiace.

Sì, siamo una squadra molto forte e appassionata. L'allenatore vorrebbe tanto che giocassi ma devo aspettare il parere del medico. Ora riesco a camminare ma ho ancora delle difficoltà a correre velocemente.

E come ti senti adesso?

Dopo la caduta, ho perso anche l'appetito e ho spesso mal di testa. Ma per fortuna le date della finale sono state posticipate. Sono molto ottimista perché mancano ancora quattro settimane e sono sicura di riprendermi in tempo.

Dialogo 3

Buongiorno a tutti. Oggi intervisteremo Sabrina che ha fatto un mese di esperienza lavorativa in Irlanda presso un ufficio del turismo. Raccontaci come è nata questa avventura.

A scuola ho fatto amicizia con delle ragazze più grandi che erano state in Irlanda l'anno scorso. Durante le nostre chiacchierate mi hanno dato molte informazioni e mi hanno ispirata a fare la stessa esperienza.

E come si organizza questo tipo di esperienza?

Ci sono delle agenzie che si occupano di trovare lo stage e la famiglia che ti può ospitare. Il problema è che non si guadagna. Per questo motivo, ho lavorato come cameriera in aprile e maggio prima di partire per risparmiare i soldi necessari per questa esperienza.

E dove hai vissuto in Irlanda?

L'agenzia mi ha trovato una famiglia in un paesino ad ovest dell'Irlanda. È stata un'esperienza fantastica perché questa famiglia vive in campagna, in una fattoria con molti animali, vicino ad un fiume e un castello antico, ma non distante dalla città.

E c'erano altri italiani nel tuo posto di lavoro?

No, nessuno affatto. Oltre agli irlandesi, ho lavorato con tedeschi, uno studente slovacco, spagnoli, francesi, polacchi e olandesi.

E che differenze lavorative hai incontrato?

Moltissime! Gli orari per esempio. In Italia la pausa pranzo è più lunga. Può durare anche due ore mentre in Irlanda è al massimo di un'ora. Inoltre, gli italiani finiscono di lavorare più tardi, verso le sette di sera!

E nel tempo libero cosa facevi?

Ne ho approfittato per imparare a giocare a *camogie*, uno degli sport nazionali! Poi ho partecipato ad un coro e sono andata a lezione di balli irlandesi.

E la cucina italiana ti è mancata?

Sicuramente, ma devo dire che il cibo irlandese è comunque buono. La qualità di alcuni prodotti è ottima, per esempio la carne, il latte, il burro, le patate e le fragole sono insuperabili! Mi sono resa conto che però non c'è tanta varietà di frutta e verdura come in Italia e molta viene importata dall'estero.

E dopo questa avventura?

Ora mi godo qualche giorno di vacanza. Mi sono mancati il mare, il sole, il caldo, i gelati! A luglio comincerò a lavorare in un centro estivo con bambini dai 6 ai 12 anni e dovrò fare anche alcuni giochi in inglese! Non vedo l'ora!

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