



AN ROINN | DEPARTMENT OF
OIDEACHAIS | EDUCATION
AGUS EOLAÍOCHTA | AND SCIENCE

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Scrúduithe Ardteistiméireachta, 2001

Iodáilis

Ardleibhéal

Marking Scheme

Leaving Certificate Examination, 2001

Italian

Higher Level

MARKING SCHEME

LEAVING CERTIFICATE EXAMINATION 2001

ITALIAN—HIGHER LEVEL

LISTENING COMPREHENSION TEST (80 MARKS)

SECTION A (16 marks)

1. (c)
2. (b)
3. (a)
4. (a)
5. (b)
6. (d)
7. (d)
8. (c)

(2 marks each)

SECTION B (64 marks)

DIALOGUE 1 (16 marks)

1. A voluntary/free/social service to help the elderly (4 marks)
A voluntary/free/social service (2 marks)
2. It gives information / it listens to the elderly / it offers small services like housework / it provides a contact for those in need to communicate with others, it provides company (for any two: 4 marks: 2+2)
3. They must phone/ring 5171313 (4 marks)
They must phone (2 marks)
4. From 9.30 to 12.30 and from 14 to 18 [from 2 to 6 in the afternoon] (4 marks: 2+2)

DIALOGUE 2 (16 marks)

1. Any three of the following: 4 marks (2+1+1)

Large, Samsonite, made of [hard] plastic, it has wheels, it is green, it bears a label with her name.

2. The tag identification code / the identification code (4 marks)
 Identification (2 marks)
 Code (2 marks)
3. because the case will arrive tomorrow evening (4 marks), tomorrow evening
 (2 marks), the case will arrive tomorrow (3 marks)
4. heavy tourist traffic (4 marks).
 many tourists (4 marks)

DIALOGUE 3 (32 marks)

1. her songs
 [the success of] her latest album (4 marks: 2+2)
2. Her mother took her to an audition [for children]. (4 marks)
 Her mother took her to a programme for children (3 marks)
3. No, she likes to cooperate with her colleagues. (4 marks)
 No. (4 marks)
4. Because it is full of energy
 She wanted to try something new. (4 marks: 2+2)
5. Her father and her grandfather (4 marks: 2+2)
 Deduct 1 mark if mother mentioned as singer.
6. Reading, watching a [good] film, chatting to a friend, getting away from
 confusion.
 For any two: (4 marks: 2+2)
7. She would like to work in the cinema (4 marks).
8. A tour in Italy
 A trip with her boyfriend (4 marks: 2+2)

MARKING SCHEME

LEAVING CERTIFICATE EXAMINATION 2001

ITALIAN—HIGHER LEVEL

SECTION A READING

Note:

While the use of words and phrases, or sometimes even sentences, from the text is acceptable in answering reading comprehension questions, a minimum of selection and manipulation is required at this level. Candidates will lose marks for irrelevant copied material. This Note applies also to Section B, Questions 1 and 2.

Journalistic passage (60 marks)

PRIGIONIERI DELLA SOLITUDINE

1. (a) Qual è l'atteggiamento generale nei confronti della solitudine?

Non è considerata un male sociale (5 marks). Si preferisce curarne i sintomi e speculare sui sintomi. (2 marks)

- (b) Nella prima sezione trovate:

- (i) una preposizione articolata: della/sui/ dall'/degli (for any one: 1 mark)
- (ii) due sostantivi maschili plurali: i sintomi, gli individui (2 marks: 1+1)

2. Quali sono le cause per cui i giovani restano in famiglia?

La mancanza di un posto di lavoro. (5 marks)

[Vogliono rimanere in famiglia] per fuggire la solitudine. (5 marks)

L'importanza della famiglia: not acceptable.

3. (a) In che cosa erano diversi i giovani degli anni '60 e '70 da quelli di oggi?

I giovani degli anni '60 e '70 s'interessavano di più di quello che succedeva intorno a loro (5 marks)

I giovani di oggi s'interessano di meno di quello che succede intorno a loro rispetto ai coetanei degli anni '60 e '70. (4 marks)

(b) Come sono cambiati i genitori nei confronti dei figli?

I genitori ora sono permissivi e prima erano autoritari (5 marks)

Sono più permissivi (5 marks)

I genitori erano autoritari, ora sono permissivi. (5 marks)

I genitori sono tanti carini e permissivi. (2 marks)

4. (a) Quali sono gli svantaggi dei nuovi mezzi di comunicazione?

Alienano e isolano gli individui. (3 +2)

Sono soltanto un surrogato dell'autentica vita di relazione. (5 marks)

(b) Trovate nella quarta sezione l'espressione che significa: "to break the spell"

spezzare l'incantesimo (5 marks)

5. Outline the problem of loneliness among young people and its causes, according to the passage as a whole. (20 marks: 6+6+4+4. Use the range of marks for each point to reward accuracy and clarity of expression.)

The following points might be made:

- Young people are depressed and depression can be caused by isolation.
- They continue living with their families as a means to avoid loneliness.
- Causes: Young people are not very interested in what is happening around them.
- They have no prospects outside in society.
- They feel lonely in their own rooms surrounded by fax, computer, TV, radio, internet.
- Life in a group and fashion are only a surrogate of true relationships.
- The success of models of society and consumerism make them feel weak.

Note: As this question requires a short précis in English or Irish, candidates who go seriously over the suggested 50 words or who answer in Italian should be marked out of 10.

SECTION B (60 MARKS)

1. Literary passage (unseen)

UN NUOVO LAVORO.

1. (a) Come reagiscono gli impiegati della MultiCo quando sono presentati al narratore?

Si alzano, gli stringono la mano, restano a guardarlo senza saper cosa dire. (5 marks. Deduct 2 marks for not manipulating).

- (b) Descrivete il lavoro del narratore. (5 marks)

Il suo lavoro consiste nell'esaminare una serie di rapporti provenienti da varie parti del mondo (3 marks. Deduct 1 for not manipulating), raffrontarli con dati disponibili a Milano (1 mark) e stendere un resoconto complessivo (1 mark).

2. (a) Quali due reazioni ha il narratore rispetto al suo nuovo lavoro?

Non gli sembra un gran lavoro. Lo stipendio lo impressiona (5 marks: 3+2. Deduct 1 each time for not manipulating)

- (b) Cosa faceva prima il narratore?

Era musicista (5 marks)

Guadagnava con la musica (5 marks)

Musica (3 marks)

3. (a) Quali sentimenti contrastanti prova il narratore immaginandosi nella sua nuova situazione?

Divertimento e angoscia (5 marks)

È confuso. (3 marks)

La situazione gli sembra prima divertente, ma poi lo angoscia. (5 marks: 3+2; deduct 1 each time for not manipulating)

- (b) Cosa ostacola l'integrazione della moglie di Lowell a Milano?

Le apprensioni e le difficoltà linguistiche. (5 marks)

La lingua / le difficoltà linguistiche (5 marks)

4. (a) Cosa vuol dire il narratore con la frase "stiamo seduti tutti e tre nel soggiorno come cretini"?

Non sanno cosa dirsi. Sono impacciati. Non hanno argomenti da discutere. Non sanno di cosa parlare.

For any of the above answers : 5 marks

- (b) Quali svantaggi ha l'appartamento affittato dal narratore?

Troppo grande, piatto e vuoto, troppo riscaldato, finestre difficili da aprire, una cucina troppo attrezzata. (5 marks: 3+2 for any two of these points)

5. Considering the passage as a whole, outline the narrator's reactions to his new life in Milan. (20 marks: 6+6+4+4. Use the range of marks for each point to reward accuracy and clarity of expression.)

The following points might be made:

- He is confused and feels a stranger.
- He is not enthusiastic about his work.
- He is surprised by the high salary.
- He is amused and terrified at the same time.
- He is not very happy with his apartment.
- He is impressed with his office
- Difficult social life. Unfriendliness.

2. Literary passage from prescribed novel

A. *LE VOCI DELLA SERA*

1. Spiegate con parole vostre cosa vuol dire la narratrice con le parole "Se no certe volte, la mia cornice, non potrei sopportarla".

Non potrebbe sopportare la vita con la sua famiglia / con la madre / con i vicini pettegoli .

(10 marks. Deduct two marks for use of first person)

2. Com'è cambiata la vita della narratrice da quando ha incontrato Tommasino?

È più felice. Pensa sempre a Tommasino e questo l'aiuta a sopportare la vita in famiglia. Prima non sapeva che la vita potesse essere così allegra. (10 marks: 5+5 for any two points)

È innamorata (4 marks)

3. Perché Tommasino avrebbe voluto conoscere la narratrice in circostanze diverse, all'estero?

Vorrebbe non saper niente di lei, niente dei suoi parenti e non incontrarli mai.
Pensa che il suo sentimento sarebbe differente.
Secondo lui, nel loro rapporto manca il mistero.
(10 marks for any of the above)

4. Di che cosa si rende conto la narratrice verso la fine del brano?

Che Tommasino non l'ama.
(10 marks)

5. What do you learn from this passage and from the novel as a whole about the conception the narrator and Tommasino have of their relationship? (20 marks: 5 marks for each valid point made. Use the range of marks for each point to reward accuracy and clarity of expression.)

The following points might be made:

- They have a very different conception.
- Elsa loves Tommasino unconditionally.
- He has a lot of reservations.
- She is very happy.
- He finds that her family and the whole neighbourhood spoil any love he might feel for her.

B MARCOVALDO

1. Cosa spinge Marcovaldo a uscire il giorno di ferragosto?

Le strade sono vuote di macchine e deserte.
Per tutto l'anno Marcovaldo aveva sognato di poter usare le strade come strade.
Tutti erano in vacanza. (10 marks: 5 marks for each point made)

2. Da dove ha origine il piacere che Marcovaldo prova durante la sua passeggiata?

Dimentica la funzione dei marciapiedi e delle strisce bianche.
Percorre le vie con zig zag da farfalla.
Può passare i semafori col rosso / può attraversare in diagonale / può vedere tutto in un altro modo.
(10 marks for any of these points)

Note: There may be some overlap in answer between Questions 1 and 2, but the same point should not be rewarded twice.

3 Perché Marcovaldo è l'unica persona intervistabile?

Perché è l'unico abitante rimasto in città il giorno di ferragosto.
(10 marks)

4. Spiegate con le vostre parole di cosa si rende conto Marcovaldo alla fine del brano.

La città è diventata nuovamente rumorosa.

Agli occhi di Marcovaldo la città di tutti i giorni aveva ripreso il posto di quell'altra intravista o forse solo sognata.

(10 marks for either)

5. From the passage and the book as a whole, outline what facets of life in a city during an economic boom the author chooses to highlight. (20 marks: 5 for each valid point made. Use the range of marks for each point to reward accuracy and clarity of expression.)

- Everybody leaves the city to go on holidays.
- The number of cars and the heavy traffic / the noise / the smog / the confusion
- People have no time to stop and watch nature.

3. Essay on prescribed text

A 1 OR 2 *LE VOCI DELLA SERA*

B 1 OR 2 *MARCOVALDO*

Mark according to the descriptors in Appendix 1, bearing in mind that

- (a) it is important to answer the question asked,
- (b) reference to the text is essential,
- (c) deep knowledge of the text must be rewarded
- (d) quality and NOT quantity is important—three or four relevant points, well-argued and supported from the text, are sufficient..

SECTION C WRITING (100 MARKS)

Underline all mistakes with a red pen, but where repetition of mistakes occurs, circle the repetition: repetition of mistakes should not be repenalized. Use wavy line for spelling mistakes. For good points (idiom or structure) put a +.

Quality NOT quantity.

Simple, correct, good Italian.

Variety of tenses and phrases, rich vocabulary, link words and idiomatic expressions should be rewarded.

1. Written composition linked to the comprehension (journalistic) passage. (25 marks)

Content and communication: 15 marks. Use the descriptors in Appendix 2.

Spelling and grammar: 10 marks

- | | |
|--------|--|
| 0 – 3 | Many serious grammatical errors, most verbs incorrect, many spelling mistakes. |
| 4 – 6 | Few serious—or frequent minor—grammatical errors and not too many spelling mistakes. |
| 7 – 10 | Good grammatical accuracy and few spelling mistakes. |

N.B. It is not enough to copy or cut and paste sentences or phrases from the text. Candidates who do so should be marked down on content.

2. Guided Composition (25 marks)

Candidates must not produce something learnt by heart and off the point.

They do not need to use all the words or phrases given. Maximum number of words/phrases/points omitted: 2.

What is required are simple, well-structured sentences.

Content and communication: 15 marks. Use the descriptors in Appendix 2.

Spelling and grammar: 10 marks

- | | |
|--------|--|
| 0 – 3 | Many serious grammatical errors, most verbs incorrect, many spelling mistakes. |
| 4 – 6 | Few serious—or frequent minor—grammatical errors and not too many spelling mistakes. |
| 7 – 10 | Good grammatical accuracy and few spelling mistakes. |

3. Formal Letter (50 marks)

Date: 2 marks (1 for month and 1 for number)
Address* and Salutation: 4 marks
Ending: 4 marks

*Lack of address should not be penalised, as no address was supplied in the question.

Content and communication: 25 marks. Use the descriptors in Appendix 2.

Spelling and Grammar: 15 marks.

0 – 5 Many serious grammatical errors, most verbs incorrect, many spelling mistakes.
6 – 10 Few serious—or frequent minor—grammatical errors and not too many spelling mistakes.
11 – 15 good grammatical accuracy and few spelling mistakes.

The polite form (Lei/Voi) must be used. The letter must cover all the points asked for in the question. The following suggestions are offered as guidelines.

Letter (a)

Spettabile Club Vacanze, Spettabile Direzione, Egregi Signori, etc.

Con riferimento / mi riferisco all'annuncio

Sono uno studente irlandese di 18 anni. Ho appena finito gli esami di maturità. Studio l'italiano da 5 anni e lo parlo abbastanza bene perché sono stato due volte in Italia...

Conosco anche il francese

Amo molto lo sport: infatti pratico

Vorrei fare domanda per il posto di..... ..

Ho insegnato vela ai bambini del mio club l'estate scorsa.

Amo molto viaggiare / Mi piace conoscere posti nuovi/gente nuova.

Sono molto socievole. Mi piacciono molto i bambini.

In attesa di una Vostra (Vs) gentile risposta porgo (invio/mando) distinti saluti.

Letter (b)

Gentile Famiglia Rossi, Gentili Signori Rossi,

Ho ancora un bel ricordo dell'estate scorsa e di tutte le Vostre gentilezze.

Vorrei tanto vederVi qui a Dublino e passare qualche giorno insieme.

Anche i miei genitori sarebbero felici di conoscerVi e darVi ospitalità nella nostra casa.

Per noi andrebbe bene il mese di luglio perché ...
La zona in cui abito è molto bella. La mia casa è vicino al mare / a un parco ...
A Dublino ci sono molti musei, gallerie d'arte ...
Vicino a Dublino potete visitare ...
Spero proprio che possiate venire.
Cari saluti / Affettuosi saluti / Un abbraccio.

N.B. "ciao" not acceptable in this letter, nor use of "tu" forms.

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

GRADE A - TOP

(51 - 59 marks)

High level of coherence
Clear argumentation
Answers the question fully
Demonstrates good knowledge of text as a whole
Makes apt and accurate references to text in support of all points made
Little or no irrelevant material

GRADE B

(42 - 50 marks)

Some features of A and C in approximately equal measure

GRADE C - MIDDLE

(33 - 41 marks)

Reasonable level of coherence
Argumentation generally but not always clear
Answers the question reasonably well
Demonstrates some knowledge of text as a whole
Makes some references to the text, but they may be vague or inaccurate
Some irrelevant material

GRADE D

(24 - 32 marks)

Some features of C and E/F in approximately equal measure

GRADE E/F - BOTTOM

(6 - 23 marks)

Lack of coherence
Unclear/confused argumentation
Shows little or no knowledge of the text as a whole
Does not really answer the question
Makes little or no reference to the text
A lot of irrelevant material

APPENDIX 2
SECTION C: WRITING
CONTENT AND COMMUNICATION DESCRIPTORS

GRADE A - TOP

High level of coherence
 Clear argumentation
 Full completion of communicative task
 Demonstrates good range of vocabulary
 Appropriate use of idiomatic expressions
 Little or no irrelevant material

GRADE B

Some features of A and C in approximately equal measure

GRADE C - MIDDLE

Reasonable level of coherence
 Argumentation generally but not always clear
 Comprehensible to monoglot Italian speaker
 Main elements of communicative task fulfilled
 Lack of vocabulary resources interferes at times with ability to complete task
 Some irrelevant material

GRADE D

Some features of C and E/F in approximately equal measure

GRADE E/F - BOTTOM

Lacks coherence
 Unclear/confused argumentation
 Monoglot Italian speaker would have difficulty understanding
 Communicative task not fulfilled
 Does not have vocabulary to deal with task
 A lot of irrelevant material

Grade	%	/40	/25	/ 15
A	85 - 100	34 - 40	21 - 25	13 - 15
B	70 - 84	28 - 33	18 - 20	11 - 12
C	55 - 69	22 - 27	14 - 17	8 - 10
D	40 - 54	16 - 21	10 - 13	6 - 7
E	25 - 39	10 - 15	6 - 9	4 - 5
F	10 - 24	4 - 9	3 - 5	2 - 3
NG	0 - 9	0 - 3	0 - 2	0 - 1

APPENDIX 3
**MODIFIED MARKING SCHEME FOR CANDIDATES GRANTED A
WAIVER IN RESPECT OF SPELLING AND GRAMMAR.**

Sections A and B:

Normal marking scheme to apply.

Section C: Writing

Question 1, Written composition linked to the journalistic passage: All 25 marks to be allocated to content and communication, using descriptors and ready reckoner in Appendix 2.

Question 2, Guided Composition: All 25 marks to be allocated to content and communication, using descriptors and ready reckoner in Appendix 2.

Question 3, Formal letter: 10 marks for date, etc. as per normal marking scheme. Remaining 40 marks to be allocated to content and communication, using descriptors and ready reckoner in Appendix 2.