



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2009

MARKING SCHEME

ITALIAN

HIGHER LEVEL

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ITALIAN – HIGHER LEVEL

MARKING SCHEME

Total marks: 300

A: 255 – 300

B: 210 – 254

C: 165 – 209

D: 120 – 164

E: 75 – 119

F: 30 - 74

N.G.: 0 - 29

Freagairt trí Ghaeilge: Bónas

Gnáthráta: 5% den Iomlán

Marc	Bónas	Marc	Bónas	Marc	Bónas
226-231	11	259-265	6	292-298	1
232-238	10	266-271	5	299-300	0
239-245	9	272-278	4		
246-251	8	279-285	3		
252-258	7	286-291	2		

In reading the marking scheme, the following points should be noted:

- In all sections of the examination the answers given on the marking scheme 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.

LISTENING COMPREHENSION	80
READING COMPREHENSION	120
WRITING	100
Total	300

LISTENING COMPREHENSION 80 marks
(16 + 16 + 16 + 32)

Multiple-choice questions:

- Where 2 answers are ticked and not cancelled = 0 marks.
- Where 2 answers are ticked and 1 answer is cancelled, accept non-cancelled answer.
- Where only one answer is given and is cancelled, accept this as the answer.

Section A

16 marks (8x2)

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

Section B

64 marks (16+16+32)

Dialogue 1. Conversation between Carlo and his teacher

16 marks

1. An English-Italian language exchange through face to face
Conversations/texts and e-mails/talking about their favourite
topics.
(1 mark for exchange)

4 marks
(3+1)

2. *Two of:* **4 marks**
(2+2)
Topics for discussion
Specific tasks/homework.
Carlo would get credits for his exams. *(1 mark for credits)*

3. *Two of:* **4 marks**
(2+2)
Interview Lucy (on the Irish education system).
Research Irish culture (and lifestyle). *(1 mark for research)*
Keep a diary/journal in English.
Writing about what he learns about Ireland.
Writing about differences between Italy and Ireland.

4. She wants to go to University in Italy. **4 marks**

Dialogue 2. Conversation between Maria and her Italian cousin **16 marks**

- 1 *Three of:* **6 marks**
(2+2+2)
It's a very old festival.
It's one of the most important events in the city.
It's very famous.
It's lively.
It's colourful.
It attracts a lot of tourists.
It is held in February this year.

2. *Two of:* **4 marks**
(2+2)
A parade (with masks/and floats)
Carnival for children.
An event devoted to food/gastronomic dishes.

3. *One of:* **2 marks**
An evening devoted to love.
Fireworks.
Romantic music and dances.
A surprise event with a celebrity.

4. Stay outside Venice and travel by train/
It is expensive and stay outside Venice. *It's expensive. (2 marks)* **4 marks**

Dialogue 3. Interview with Marco M

32 marks

1. Nobody knew him before /now they recognize him (on the street).
He's very busy with concerts and recordings.

**4 marks
(3+1)**

2. *Two of:*
Discussions
Enjoying himself/laughter
Singing

**6 marks
(3+3)**

3. It is at the top of the charts.

2 marks

4. On a **two week holiday** in **Turkey**

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

5. His friends convinced him.
He always sang and played the guitar when on holidays with them.

4 (2+2)

6. Italian ice-cream is the best in the world / Sicilian ice-cream is the best in Italy/he eats a lot of ice-cream when he goes back to Sicily.

4 marks

7. He likes **swimming** in the **sea** and in the **(swimming) pool**.

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

8. It is wonderful, but it comes and goes.

**4 marks
(2+2)**

SECTION A READING COMPREHENSION
Journalistic Passage (60 marks)

TELELAVORO: ITALIA MAGLIA NERA

1. (a) È un lavoro che si svolge/si fa a casa/ “da remoto” (6 marks 4+2)
lontano dal luogo di lavoro/dalla sede aziendale
- (b) Il numero dei telelavoratori crescerà, (4 marks 2+2)
ma resterà/sarà ancora molto inferiore al resto d’Europa
2. (a) Perché così possono controllarli e vedere cosa fanno./
Sul posto, i lavoratori producono di più e meglio/lavorano meglio. (6 marks)
- (b) *Two of:* nostro, economico, manifatturiero, questo, manuale, tecnologico (4 marks 2+2)
3. (a) Non è visto di buon occhio (2 marks)
- (b) *Two of:*
Gli italiani preferiscono parlarsi e vedersi (8 marks 4+4)
L’Italia è indietro per quanto riguarda le nuove tecnologie
L’approccio culturale al lavoro è diverso in Italia
Per gli italiani il lavoro significa anche socializzazione, integrazione e crescita
professionale
L’inclusione è una parte fondamentale del lavoro
Non è visto di buon occhio dai sindacati.
4. (a) Perché il telelavoro fa sentire i lavoratori isolati, abbandonati (5 marks)
- (b) Il datore di lavoro sui costi (per la sede di lavoro)/ (5 marks)
Il lavoratore risparmia sul tempo e sulla benzina perché non deve viaggiare per andare
al lavoro.
Il lavoratore risparmia sulla benzina (3 marks)

*(1 mark will be deducted from each answer for lack of manipulation/grammatical mistakes
in questions 1 – 4)*

5. *Four of the following should be mentioned*
- Telelavoro (Remote working) in Italy is still not as widespread as in other European countries, (though it is foreseen that it will grow in the near future).
 - Last year there 80,000 remote workers in Italy.
 - The Italian economic model doesn’t lend itself very much to remote working, as it is mainly based on manufacturing and manual work and requires the employee’s presence at the workplace.
 - Employers generally prefer to see their employees at the workplace and check what they do; they feel that their productivity is increased by being at the workplace.

- Telelavoro (Remote working) is not very developed due to a different cultural approach to work.
- Italy is technologically not as advanced.
- It is a positive model for people with physical disabilities or who need to stay at home.
- Italians prefer to have personal contact and see their jobs also as opportunities for socialising, integration and professional growth, opportunities that are reduced by remote working.
- Telelavoro (Remote working) can create a sense of loneliness and isolation
- Cost and savings
- Telelavoro (Remote working) is not looked on favourably by the trade unions.

(20 marks 5 x 4)

SECTION A

1 Literary Passage (unseen)

(60 Marks)

Né qui né altrove (Gianrico Carofiglio)

1(a) Si erano conosciuti in quarto ginnasio/Hanno fatto tutto il liceo insieme tutti e tre si sono iscritti a giurisprudenza. (6 marks 3+3)

(b) Vive una vita senza problemi e molto comoda, con case, macchine e abiti costosi, e molti più soldi in tasca dei due amici/è più ricco dei due amici/
suo padre è notaio e anche lui diventerà notaio/ha aspirazioni concrete. (4 marks)

2 (a) La scuola non gli interessava, e non gli piaceva nessuna materia in particolare. (8 marks 4+4)

(b) Andare male a scuola (3 marks)

3 (a) Paolo considerava lo studio della filosofia un lusso, perché i suoi genitori non avevano molti soldi. (6 marks 5+1)
Il padre era sottufficiale e la madre casalinga. (3 marks)

(b) Agevolmente/ senza sforzo (4 marks)

4 *Three of:*

Era vago.

Non sa cosa fare.

Non sa se ha qualità e quali siano.

Il suo successo scolastico è dovuto soprattutto alla sua capacità di improvvisare.

Non è capace di concentrarsi.

È incapace di portare a termine le cose che gli interessano.

Non sa fare niente davvero bene.

Non ha le idee chiare su se stesso e sugli altri.

Non sa chi è e cosa vuole.

(9 marks 3+3+3)

In question 4 manipulation is required re. 3rd person

For lack of manipulation 1 mark will be deducted from each point

5 *Four points to be given*

- Giampiero's social background is very different from that of his two friends. His lifestyle is very comfortable and without financial problems.
- Giampiero is the only one who is studying law for a specific reason.
- The narrator is studying law because he doesn't really know what to do and what he likes.
- Paolo had really wanted to study philosophy but had to abandon his plan as it could be seen as a luxury.
- Paolo's family aren't as well off as the others.
- Giampiero and the narrator were not interested in school but they got by.
- Paolo, unlike the narrator and Giampiero really liked school.

(20 marks 5x4).

OR

Section B 2 Literary Passage from Prescribed Novel (60 marks)

A *Io non ho paura* (Niccolò Ammaniti)

1. (a) Il padre è camionista e sta fuori per molte settimane. Porta la merce al Nord con il camion. (6 marks)
- (b) Pensa che il lavoro del padre darà la possibilità alla famiglia di diventare benestanti. (6 marks)
2. (a) È appena tornato ed è contento di essere in famiglia/a casa. (6 marks)
- (b) Dal fatto che quando si arrabbia gli occhi gli escono fuori (come rospi). (4 marks).
3. È preoccupata (perché crede di restare senza occhiali). (6 marks)
4. (a) Un nuovo paio di occhiali per Maria. (6 marks)
- (b) Lei è arrabbiata perché i figli sono tornati tardi. Il padre è contento e sorride. (6 marks 4+2)
5. *From the passage*
- He works a lot and he is away from home for long periods, bringing goods to Northern Italy.
 - He is a lorry driver.
 - He has promised Michele that one day he will take them all to Northern Italy.
 - He smokes/drinks and he smells of cigarettes and after shave.
 - When he gets angry his eyes come out of their sockets.
 - He is happy when he is at home.
 - Physical description - small, thin and nervous, and he has black hair, nice smile and white teeth etc
 - He wants his son to be strong.
- From the novel as a whole*
- He is involved in a criminal action.
 - He leads a double life.
 - Even though he wants the best for his children, he has chosen immoral means to do so.
 - He is ruthless.
 - He is menacing, over severe.
 - He is totally ignorant and uneducated.

Four points are required covering both the passage and the novel as a whole

(20 marks 5x4)

OR

Una bambina e basta (Lia Levi)

1. Perché i tedeschi hanno chiesto agli ebrei cinquanta chili d'oro. **(10 marks)**
2. (a) Vuole vedere se la mamma e la sua amica si sono accorte di lei. **(5 marks)**
- (b) Si sente trattata come una di loro/come una grande. **(5 marks)**
- 3 (a) Ha paura/è preoccupata e sente che qualcosa di grave è nell'aria/ Sente i genitori che parlano piano/confabulano durante la notte/Sente la voce dei suoi genitori. **(6 marks)**
- (b) Un parlottio sommesso
sono mio padre e mia madre che confabulano
vuoto di suoni
frammenti di parole **(4 marks)**
4. Il padre non ha né il coraggio né le capacità di prendere le decisioni necessarie per salvare la famiglia. Si sente impotente davanti a una situazione così grave. **(10 marks)**
5. *Her father is seen as*
- removed from reality
 - lacking in authority/determination
 - tired, resigned to circumstances and incapable of taking decisions
 - distanced/removed from his wife and children and not very perceptive of their needs
 - unable to keep calm under pressure
 - not very practical.
- Her mother is seen as*
- protective of her family
 - authoritative and very determined
 - fully aware of what is happening and practical
- From the novel as a whole*
- The mother seems to be getting stronger.
 - She is extremely determined in defending her children.
 - She is the one who reminds her daughter of her identity as a Jew, but also of her identity as a child.
 - She takes over the leadership of her family.
 - The father seems to get weaker, fading in the background.
 - If it weren't for his wife, he would probably have been destroyed by the historical events affecting Jews at the time.

4 points are required covering both the passage and the novel as a whole

(20 marks 5x4)

OR

B. 3

Essay on prescribed text

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

- It is **essential** to answer the question asked. It is **not** sufficient to re-tell the story.
- Reference to the text is important
- Deep knowledge of the text must be rewarded
- Quality and **not** quantity is important. Three or four relevant points, well argued and supported from the text, are sufficient
- Inaccurate and/or irrelevant material to be penalised.

A. Io non ho paura

1. Examples of “*Io non ho paura*” as represented by Michele and to be developed.

- Courage
- Defiance of adults (Father, Felice, Sergio)
- Tiger Jack
- Rescue operation

3 points to be covered

2. ***Three*** of the following points to be covered with examples.

- Evil: Father, Sergio, Felice, Village
- The cruelty to Filippo
- Good: represented by Michele
- Struggle: represented by Michele, his mother

B. Una bambina e basta

1. ***Three*** of the following points to be covered with examples.

- Her description of school
- Her relationship with her parents
- Her attitude to her surroundings
- Her growing awareness of the changing situation
- Descriptions of her life in the convent

2. *Three* of the following points to be covered with examples.

The mother is

- protective of her family
- authoritative and very determined
- fully aware of what is happening
- seems to be getting stronger as time passes
- extremely determined in defending her children
- the person who reminds her daughter of her identity as a Jew, but also of her identity as a child.
- takes over the leadership of her family.

Section C – Writing (100 Marks)

For good points put a +

Quality NOT quantity

Simple, correct, good Italian

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

In C1 and C2 where the marks awarded for content and communication are 7 or less, language will be marked out of 5.

In C3 where the marks awarded for content and communication are 12 or less, language will be marked out of 7

1. Composition linked to journalistic passage **25 marks**

Content and communication: 15 marks

Language: 10 marks

Use the descriptors in Appendix 2

Introduction

Two points to be developed from the following:

Buona, cattiva idea

Le ragioni

Aspirazioni per il futuro

Esperienza di persone che conoscete

2. Guided composition **25 marks**

Content and communication: 15 marks

Language: 10 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.

Use the Descriptors in Appendix 2

Formal writing

50 marks

Date: 1 mark

Address and salutation: 4 marks

Ending: 5 marks

Distinti saluti (or similar): 3 marks, (penalised if not fully correct)

Some formula such as “In attesa di una Vostra risposta” (2 marks)

Content and communication: 25 marks

Language: 15 marks

Use the descriptors in Appendix 2

The letter must cover all the points asked for in the question

Letter (a): The following points to be covered:

- Introduction
- Personality
- Experience
- Asking for work conditions and any further information

Semiformal salutation is acceptable in this letter

Letter (b): The following points to be covered:

- Introduction
- Description of house
- Description of area
- Date of exchange
- Extra information

The polite form (Lei/Voi) must be used.

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

GRADE A - TOP

(51 - 60 marks)

Answers the question fully
Demonstrates very good knowledge of text as a whole
Makes accurate references to text in support of all points made
Little or no irrelevant material

GRADE B

(42 - 50 marks)

Answers the question reasonably well/most points covered
Demonstrates good knowledge of text as a whole
Makes a few references to the text
Some irrelevant material

GRADE C - MIDDLE

(33 - 41 marks)

Answer not always very clear
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)

Argumentation unclear
Some knowledge of text
Shows little or no knowledge of the text as a whole
Does not really answer the question
Makes little reference to the text
A lot of irrelevant material
Much repetition

GRADE E/F - BOTTOM

(6 - 23 marks)

Shows almost no knowledge of text
Does not answer the question at all
No reference to the text
All irrelevant material

APPENDIX 2
SECTION C WRITING
CONTENT AND COMMUNICATION DESCRIPTORS

<u>GRADE A</u> Good level of coherence Clear argumentation Full completion of communicative task Good range of vocabulary Appropriate use of idiomatic expressions No irrelevant material	Essays 13 – 15	Letter 21 - 25
<u>GRADE B</u> Reasonable level of coherence Fairly clear argumentation Most elements of communicative task fulfilled Reasonable range of vocabulary Little irrelevant material	Essays 11 – 12	Letter 18 - 20
<u>GRADE C</u> Reasonable level of coherence Argumentation not always clear Lack of vocabulary interferes at times with ability to complete task A good deal of irrelevant material	Essays 8 – 10	Letter 14 - 17
<u>GRADE D</u> Little coherence Unclear argumentation Communicative task barely fulfilled Poor use of vocabulary Mostly irrelevant material	Essays 6 – 7	Letter 10 - 13
<u>GRADE E/F</u> Lacks coherence Very confused argumentation Communicative task not fulfilled All irrelevant material	Essays 0 – 5	Letter 0 - 9

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

Language (essays)

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

Language (letter)

- 15 – 11 Correct topic related vocabulary, most verbs correct and few spelling mistakes.
10 - 6 Adequate vocabulary, some incorrect verbs and agreements, and some spelling mistakes.
5 - 0 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 tape recorder on grounds of a learning difficulty*
- *Use of a tape recorder 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 candidates granted a waiver in relation to spelling and grammar at Italian Leaving Certificate Higher Level, this means that errors in spelling and in certain grammatical elements are not penalised.

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 elements of grammar, such as verb endings and agreement of adjectives will not be taken into account.

