



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2026

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 2026

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.
- In certain questions, to allow for less than a full response, marks will be awarded for correct elements of the answer.
- 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.
- **Underlying** refers to key elements.
- An **asterisk** * indicates elements required.

Candidate responses are marked to different scales. Scales labelled A divide responses into three categories (incorrect, partially correct and correct) and so on. The scales and marks that they generate are summarised in the following table:

Scale label	A	B	C
No. of categories	3	4	4
5- mark scale	0,3,5	0,1,3,5	0,3,5,7

A-scale (three categories)

- response of no substantial merit (no credit)
- partially correct response (partial credit)
- correct response (full credit)

B-scale / C- scale (four categories)

- response of no substantial merit (no credit)
- response with some merit (low partial credit)
- almost correct response (high partial credit)
- correct response (full credit)

- In a question where a number of elements are required and not provided, marks will be deducted.
- **Linking arrows** ⇕ indicates linking points to ensure maximum value can be awarded to a question.
- Partial standalone responses may be awarded marks where the response is considered worth merit despite not being the full and accurate answer.

Listening test

Section A: Multiple choice questions

If the whole test / whole section answered in Italian: mark according to the Marking Scheme, then deduct 50% of marks gained.

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 combinations of points in their answers, full marks will not be awarded.
- Where a list of vocabulary is required, one incorrect answer nullifies a correct answer.
- Responses must be written in English.
- Where a candidate answers in the incorrect language (i.e. Italian instead of English/Irish)
 - Mark according to the Marking Scheme, then deduct 50% of marks gained.
 - Award zero marks where incorrect language is used in part or some parts, but not all parts, of a question.

LISTENING COMPREHENSION

80 marks

READING COMPREHENSION

120 marks

WRITING

100 marks

Total marks: 300

GRADES	
1	270 – 300
2	240 – 269
3	210 – 239
4	180 – 209
5	150 – 179
6	120 – 149
7	90 – 119
8	0 – 89

LISTENING COMPREHENSION TEST

(80 MARKS)

Section A

16 marks (8x2)

1. The advertisement is about
 - (a) a city break
 - (b) school tours
 - (c) seaside holiday destinations**
 - (d) ski holidays

2. Temperatures are
 - (a) above the season average**
 - (b) below the season average
 - (c) in line with the season average
 - (d) very low

3. The news item is about
 - (a) a puppet show
 - (b) drama performances
 - (c) poetry reading
 - (d) public reading of children's books**

4. The registration fee is payable
 - (a) at the post office
 - (b) by bank transfer**
 - (c) by credit card
 - (d) In cash

5. The idea came to Stefano while he was

- (a) relaxing at home
- (b) stuck in traffic
- (c) training at the gym
- (d) waiting at a train station**

6. *Comites* members are

- (a) diplomats
- (b) public Servants
- (c) self-employed
- (d) volunteers**

7. The concert

- (a) is by invitation only
- (b) is free**
- (c) is cancelled
- (d) will be held in a small venue

8. The ingredients for the pizza mentioned are

- (a) mozzarella and pineapple**
- (b) mozzarella and tomato
- (c) tomato and herbs
- (d) tomato, mozzarella and pineapple

SECTION B

Dialogue 1

Conversation between Marco and Laura

64 marks

16 marks

1. Any **two** of:

4 marks (2+2)

- It's the first time (I do it)
- Living together (is not easy)
- (Facing) other people's habits
- Language barriers

~~~

She is nervous that she is hosting a foreign student 2m

It is not easy 1m

2. Any **two** of:

2 marks (1+1)

- (Doing/Subscribe to) a cooking course
- Going to the gym (together)
- Going out/hanging out/meeting up with friends
- Go out as much as possible

3. Any **two** of:

4 marks (2+2)

- He showed him the nicest places in town
- He helped him understand how public transport works (to be independent)
- He invited his friends at home to watch a film together (on Friday nights)

~~~

A movie night with friends 2m

Help understand buses 2m

Watch a film 1m

He helped him to be more independent 1m

4.

6 marks

He liked this Scandinavian country (especially) the cities with the canals which reminded him of Venice.

1 to 2 elements = 2 marks

3 elements 3 marks

4 elements 4 marks

5 elements 6 marks

~~~

He was there last summer 2m

he was there to meet his friend 2m

## Dialogue 2

Conversation between Monica and Alessio

**16 marks**

1. 4 months

**2 marks**

2. Any **two** of:

**4 marks (2+2)**

- Administration work
- Replying to emails
- Organising the timetable (for the language course)
- Booking flights/accommodation for the guests attending the events

≈≈≈

Managing guest attending the event *1m*

booking flights/accommodation *1m*

email *1m*

timetable *1m*

guest *1m*

3.

**7 marks (1+1+2+3)**

- Even though
- (students) are (very) enthusiastic
- motivated
- grammar is difficult

4.

**3 marks**

(Many) language schools (1) universities (1) have decided to use her app (in their courses)  
(1)

## Dialogue 3

Interview with Paolo Marino

32 marks

1. Any **one** of:

2 marks

- He wasn't very good at it
- He didn't have much time to do two sports
- He chose football
- He wasn't as good at volleyball as he was at football

~~~~~

Because of his studies *1m*

2.

4 marks (2+2)

He was a semi-professional (2) soccer player (2)

~~~~~

He was a soccer player for fun *2m*

He was a professional soccer player *2m*

Worked in the airport *1m*

He trained all the time *1m*

3. Any **one** of:

2 marks

- The benefits of exercise (on health)
- The friendship of his team mates

~~~~~

Physical activity *1m*

Friends *1m*

Team *1m*

Good for your health *1m*

4.

6 marks

(He wanted to) help players to improve and overcome difficulties

1 to 2 elements = 2 marks

3 elements 3 marks

4 elements 4 marks

5 elements 6 marks

5.

4 marks (2+2)

He had to study (2) or sit exams (2)

~~~~~

Study for exams and sit exams *4m*

Study for exams *2m*

He never rested *1m*

Exam *1m*

6.

6 marks

- Finding the time to train and study
- Learning from difficult times like losing a match

1 to 2 elements = 2 marks

3 elements 3 marks

4 elements 4 marks

5 elements 6 marks

7. Any **two** of:

4 (2+2) marks

- He travels a lot/Travels around Italy
- They call him from everywhere in Italy
- He participates in workshops/conferences
- He goes to primary and secondary schools
- He helps young people to understand the benefits of sport
- He helps teachers to understand the benefit of sport

~~~~

He travels a lot all over Italy *3m*

He travels *1m*

He goes to schools *1m*

8.

4 marks

He has no experience (in the field)

~~~~

He hasn't much experience *3m*

His friend is a journalist *1m*

His friend the journalist has experience *1m*

## SECTION A      READING COMPREHENSION      (60 marks)

### Journalistic Passage

#### L'intelligenza artificiale si fa a misura di studente: il progetto Book in Progress AI

*Evidence is needed that candidates have understood the text. When manipulation is not necessary, material can be copied from the text. When manipulation is required and not done candidates will be penalised and 1 mark will be deducted. When direct speech and narrator voice sentences, verbs and pronouns in the answers have to be altered and it is not done, candidates will be penalised, and 1 mark will be deducted.*

*Candidates may be penalised, and 1 mark will be deducted for excess material, redundant material or incomplete required details.*

*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.*

*In question Q5 responses must be written in English.*

*If whole point/whole question answered in Italian: Mark according to the Marking Scheme, then deduct 50% of marks gained.*

**1. One of :**

**5 marks (0,1,3,5) \***

- rappresenta l'evoluzione (rivoluzionaria) di un consolidato progetto educativo italiano che ha trasformato il tradizionale approccio (didattico)
- un nuovo progetto che insieme al primo Book in Progress, si proietta nel futuro. Ha avuto origine con Book in Progress nell'istituto E. Majorana di Brindisi Salvatore Giuliano è il fondatore della rete
- Il nuovo sistema inverte il modello di utilizzo delle IA [Intelligenza Artificiale] Non è il ragazzo a fare domande, è la stessa applicazione che si adatta agli stili di apprendimento dello studente

~~~~~

Book in Progress ai dove IA si fa a misura dello studente 3m

2. (a)

5 marks (0,1,3,5) *

Si basa su una banca dati fatta dai professori non ci sono problemi di fonti, di problemi di rispetto della privacy, o problemi di pregiudizi e preconcetti (a differenza dei comuni chatbot)

(b)

5 marks

Di combattere l'abbandono scolastico

~~~~~

Intercettare i bisogni degli studenti 2m

(c) **One of:**

**5 marks (2+3)**

- Se uno studente predilige lo stile visivo riceverà contenuti multimediali
- Se preferisce il testo, saranno disponibili materiali testuali
- Se uno studente ha difficoltà come la dislessia ci saranno materiali adeguati

~~~~

Si creano percorsi personalizzati, con mappe concettuali e materiale audio-visivo *2m*

Diversi a seconda dello studente *1m*

Si creano percorsi personalizzati *1m*

Il docente può vedere l'andamento della classe e regolare di conseguenza la propria programmazione *1m*

Vengono adattati con mappe concettuali *1m*

3. (a)

5 marks

Basta un server (dal costo di pochi euro per studente)/ Un server

~~~~

Il progetto è gratuito *3m*

I docenti devono proporre l'adozione di questo strumento *3m*

(b) **Three of:**

**5 marks (1+1+3)**

Formazione, misura, crescita, adozione, scuola, università, assenza, piattaforma, Bologna, disposizione

**4. (a)**

**5 marks (2+3)**

L'apertura al presente

Superare la tecnofobia

(b)

**5 marks**

A patto che

**5.**

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

**4 points (0,1,3,5) \***

- It represents the (revolutionary) evolution of a consolidated Italian educational project which has transformed the traditional teaching approach
- This is a new project/it is free that, along with the work done on the first Book in Progress, looks to the future
- The project was further developed from Book in Progress which was created in 2009 and allows teacher to share material
- The project originates from the Ettore Majorana Institute of Higher Education in Brindisi, and with this new system/software, the AI usage model is reversed: it's not the student who asks questions, it's the application itself that adapts to the student's learning styles. Salvatore Giuliano is the founder of the project
- The software used by Book in Progress is based on a database created by the teachers

themselves; there are no issues with sources, privacy, prejudices, or preconceptions, unlike common chatbots

- The program promotes educational success/avoids early school leavers/school drop out/school refusal/stop coming to school and addresses students' needs but never replaces the teacher
- Content is presented differently depending on the student. If a student prefers a visual style, they will receive multimedia content/if they prefer text, textual materials will be available
- This way, personalized learning paths are created, with concept maps and audio-visual materials. Teachers can also see the overall progress of the class and adjust their teaching schedule accordingly
- With Book in Progress AI, not only will students receive tailored training, but teachers will also have useful tools to understand how to best help them.
- This Book in Progress AI was created for teachers, thanks to/by teachers. And so artificial intelligence can enter the classroom. As long as we know how to use it.
- (Book in Progress AI) needs to be implemented/recommended by teachers and to be implemented you only need a server that cost very little per student/inexpensive. But the project itself is free. Rivoltella is struck by the lack of advertising

## SECTION B

## Literary Passage

(60 marks)

*Evidence is needed that candidates have understood the text. When manipulation is not necessary, material can be copied from the text. When manipulation is required and not done candidates will be penalised and 1 mark will be deducted. When direct speech and narrator voice sentences, verbs and pronouns in the answers have to be altered and it is not done, candidates will be penalised, and 1 mark will be deducted overall.*

*Candidates may be penalised, and 1 mark will be deducted for excess material, redundant material or incomplete required details*

*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.*

*In question B1 Q5, B2.A Q5. and B2 B Q5. responses must be written in English.*

*If whole point/whole question answered in Italian: Mark according to the Marking Scheme, then deduct 50% of marks gained.*

### B 1.

### Unseen passage

#### *Niente di Vero (Veronica Raimo)*

1. (a) 8 marks (4+4)

Perché suo fratello aveva imparato a leggere a tre anni

(Perché suo fratello) a quattro anni sapeva a memoria molte cose

~~~~~

Perché il fratello si era già accaparrato il ruolo di genio di casa 2m

- (b) 5 marks

Perché vuole essere come tutti gli altri

2. (a) **Two of:** 5 marks (2+3)

- i figli sono i suoi gioielli
- faceva una lunga lista di cose incredibili che sapeva fare per il fratello
- e per la narratrice/Varika diceva solo che piace disegnare

~~~~~

La madre presentava il figlio in un modo positivo e presentava Varika in un modo semplice 4m

I figli sono i suoi gioielli diversi 3m

- (b) 5 marks

(Non aveva) una genialità strabordante

~~~~~


Non era in grado di fare quello che faceva il fratello *3m*

3. Three of:

7 marks (0,3,5,7) *

- Entra in una classe dove c'erano dei disegni a olio
- li controlla uno a uno,
- Lasciando le sue piccole impronte
- decide di rubare un mare in tempesta e una baita innevata/decide di rubarne due
- sventola bene i fogli, ci alita sopra e li mette in cartella

4. (a)

5 marks

C'era sempre il momento visita guidata nella pinacoteca in corridoio

~~~~~

C'era il momento visita guidata *3m*

Vista guidata *2m*

Guidata nella pinacoteca in corridoio *2m*

**(b) One of:**

**5 marks**

- (Teme che) non le crederebbe
- Non è mai presa sul serio

**5.**

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

**Narrator:**

- She lives in her brother's shadow. (Plus example)
- She could have skipped a grade but she wanted to fit in.
- She stole two paintings and pretended they were hers.
- The fact that her brother had earned the title of "*genio*" allowed her to live a much more peaceful life
- She was in a position where she didn't have to prove anything to anyone. For her brother, things weren't so simple
- When her mother introduced them to new people she would say, "Here, these are my gems."
- After listing the incredible things her brother was capable of doing, Verika liked to draw, the mother would say
- The narrator stole two paintings and pretended they were hers to impress her parents and she convinced herself she had merit
- She locked herself (after lunch) into the room and (pretended) to be creative/in a mad creative fury and came out with the fake painting hours later
- The narrator thinks that the parents have a preference for the first brother because he is better at things/ The narrator may feel her parents prefer her brother + an example
- When the narrator tries to be honest with her mother about the paintings but she doesn't take her seriously (she is suspicious and pities her daughter)
- The narrator struggles to reveal/explain to her parents her true self *3m*
- The narrator didn't produce any real art *3m*

**Parents:**

- They compared both children and appreciated their son's genius as opposed to their daughter.
- The mother used to introduce her brother listing all incredible things he achieved but when it was the narrator's turn she just said, "Verika likes to draw"
- The mother had decided that Verika wasn't bad at drawing. Her parents believe that she was a great artist
- When the mother introduced her children as her jewels/gems to new people she would say they were jewels but not all jewels were the same
- The father bought her a mini art kit; she faked her artistic greatness by producing the two paintings she had stolen, which her parents hung in the hallway
- The narrator kept receiving compliments for her stolen art despite not having done them, but she started to feel like she actually had
- She does not want to tell her mother the truth/Her mother would possibly not believe her
- When guests came over the parents would give a guided tour of the paintings and people would compliment them
- The mother pats her daughter on the head when she sees her distressed near the paintings and asks if she wants her to buy her a canvas

## B 2.

## Prescribed novel

### A. *Le Otto Montagne* (Paolo Cognetti)

1. (a) 5 marks (3+2)  
Che in alpeggio negli ultimi tempi non riparava più niente  
**Plus one example:** se una sedia si rompeva la bruciava nella stufa/se vedeva una pianta non la strappava
- (b) **One of:** 5 marks  
  - A chi assomigliava
  - da dove gli veniva il richiamo della montagna
  - che era simile a sua madre

~~~~~

Che lui era diverso da suo padre suo zio e cugini *2m*
2. (a) 5 marks
La prendono per una strega
- (b) 3 marks
Le patate (1), i pomodori (1), la toma (1)
3. (a) 5 marks
Se sua madre fosse stata un uomo
- (b) 7 marks (3+2+2)
Ingombrante, prepotente, faticoso (3)
Esisteva solo lui/egocentrico (2) (il suo carattere) esigeva che le loro vite gravitassero tutte intorno alla sua (2)

~~~~~

Egocentrico, prepotente, faticoso *3m*
4. (a) 5 marks  
Viaggiare (3) in Asia (2)
- (b) 5 marks  
Non gli era mai capitato di stare così bene con qualcuno  

~~~~~

Stare bene con le altre persone *3m*
Perché lui si è trovato veramente bene e non gli mancava niente *2m*
5. The candidate must refer **both** to the passage and to the novel as a whole
20 marks (5+5+5+5)

Bruno's Mother:

Passage:

- Bruno's mother was a quiet woman who barely spoke. Bruno says that because his mother didn't speak much, people considered her to be half crazy
- Pietro had barely ever spoken to her; even now, when she would give him tomatoes, potatoes and Toma cheese to bring up the mountain when he was passing through the village of Grana, they exchanged few words
- Bruno says that because she lives in the woods with the chickens, people take her for a witch. Pietro admits that this is true, that she had always seemed strange to Pietro and the people of Grana
- Bruno realised he and his mother were just like each other; she heeded the call of the mountain. "Siamo uguali, io e lei." They understood each other without words
- She did not live the life she would have liked to; Bruno thinks that if she had been a man she would have lived the life she wanted
- She wasn't the type to get married, and Bruno believes that her only bit of luck was getting away from his father
- She was a little stooped and thinner than before but she was still the same person he remembered as a boy

Novel:

Any suitable points from the novel. For example:

- Silent, hardworking woman devoted to her small farm. She tends to her garden, poultry, goats, and bees
- She was happy in her own place, other people passed by her like the seasons
- She is stoic, traditional and avoids conversation. She embodies rural resilience and the weight of tradition

Pietro's father:

Passage:

- He was a man who filled the room, overbearing and tiring
- He acted as though no one else mattered but him, like he was the only one who existed
- He expected everyone's life to revolve around his
- Pietro understood that things had not been perfect in his parents' relationship
- Pietro wondered if his mother had been relieved when his father wasn't around

Novel:

Any suitable points from the novel. For example:

- His name is Giovanni Guasti. He was an orphan of the war and grew up in the Dolomites mountains near Pietro's mother. learns the story of his parents
- His marriage to Pietro's mother wasn't accepted by her family so they moved to Milan, where he works in chemistry

B. Il treno dei bambini (Viola Ardone)

1. (a) 5 marks (3+2)
La gente parla sempre un sacco e poi si scorda subito
Sua mamma parla poco ma non si scorda mai niente
- (b) 5 marks (3+2)
Che il sole ancora deve uscire e fuori alla finestra è tutto scuro
2. (a) 5 marks
Si vede benissimo che loro non ci volevano venire/andare
~~~~~  
Uno di padri ha scritto sopra un foglio tutte le avvertenze 3m  
Ci stanno pure dei padri 1m
- (b) 5 marks  
(Di) scontentarlo
3. (a) 5 marks  
(Perché prima di mandarli nel Settentrione) devono visitarli (2), se sono sani (1), malati (1), infettivi (1)  
~~~~~  
Ci devono dare dei vistiti (pesanti) 1m
- (b) 5 marks
Come: Con vestiti pesanti (1), i cappotti (1) e le scarpe (1)
Perché: al Nord/la sopra (1) fa freddo / è inverno (1)
4. (a) 5 marks (4+1)
Per riconoscerli
Così che quando tornano, non consegnano figli a famiglia sbagliate e non li ritrovano più
- (b) 5 marks
Non vuole che lo veda piangere

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

20 marks (5+5+5+5)

Mother from passage:

- She does not speak much but she remembers everything/she does not forget anything
- She is a caring mother. She wakes him up one morning, gets nicely dressed, she combs her hair, prepares his clothes and tells him to go otherwise they will be too late
- She walks in front of him and they are in a hurry and do not want to be late
- She hits him in the head when he plays in the puddles
- She takes him to the Albergo dei Poveri and tells him that it was to send them to the north but beforehand, they have to go there to be checked.
- She tells him that they have to get heavy clothes because it is winter in the north
- She wants the best for her child so she sends him to the north/to a better life

Mother from novel:

Antonieta is one of the most complex and emotionally charged figures in the novel. Through her, Ardore explores maternal deprivation, pride, poverty, and the generational damage of war.

Any suitable points from the novel. For example:

- She has a tendency towards violence, physical and verbal
- Beautiful and proud woman - she was poor but said she wasn't a thief
- Antonietta she speaks very harshly to him, compliments are not her strong point
They do not engage in meaningful conversation

B 3

Essay on prescribed text

Use the descriptors in Appendix 1

- Reference to the text is important
- Knowledge of the text to be rewarded
- Quality and NOT quantity is important
- **Three** relevant points, well-argued and supported from the text, are sufficient.
- Title and characters' names translated into English will be penalised.
- A short introduction and conclusion are required.
- Factual errors will be penalised
- -1 overall for Italian title and names spelled wrongly
- **The points listed below for each essay is not exhaustive**

A. *Le otto montagne*

1. Pietro and Bruno develop a genuine and enduring friendship in *Le otto montagne*

In Paolo Cognetti's *Le otto montagne* the friendship between Pietro and Bruno is less of a typical social bond and more of a quiet, tectonic force that spans decades. It is an imperfect relationship marked by distance and defined by the rugged landscape of the Italian Alps and the unspoken language of shared labour and mutual respect. They do not always fully understand each other, as they choose very different ways of life, but they are always drawn back together, like brothers.

Examples:

- Pietro and Bruno's is a childhood friendship
(This early stage) shows the genuineness of their friendship
- Bruno enjoyed time with Pietro's family In later years
- As the years progress and their lives diverge, the differences between them create tension and silence.

2. Discuss the impact of the mountains on three characters in *Le otto montagne*

Examples of characters and possible points to be developed:

Pietro's father

- Struggled living in the city, overwhelmed by the noise.
- The mountains allow him to express love indirectly, through walking, climbing, and practical acts rather than open emotion.
- The world of the mountains was the only thing to fill him with joy
- Higher altitudes were where his father felt his best, was rejuvenated.

Pietro's mother

- Loves to sit and enjoy nature, where life could flourish.
- In Milan, she always grew flowers on the balcony blackened by the exhaust fumes
- Remembers her past and those who formed part of it.

Pietro

- Out adventuring with Bruno in the mountain of his childhood was of immeasurable importance in his formative years.
- The mountains represent the physical and emotional distance between him and his father.
- On observing the first signs of spring in the city, his nostalgia soon turned to anticipation of his return to Grana.

Bruno

- The mountains are his true home and form the centre of his identity
- He had a grown-up demeanour, with seriousness in his voice and gestures,
- He embodied the mountains, he is deeply rooted in the soil and the stone

B. *Il treno dei bambini*

1. Examine the contrast between *Amerigo's* experience living in the north of Italy and the life he leaves behind in the South. Explain your answer with reference to the novel.

As Amerigo is introduced to a completely different way of living in the North, through his contrasting experiences Ardone explores the inequalities of Italy in the post-World War II period. Not only are material differences highlighted between North and South, but we also see deeper contrasts in dignity, affection, and opportunity. The wealthier North represents order, stability, and opportunity and Amerigo quickly realises that life does not have to be a constant struggle.

Examples:

- **Poverty In Naples** - Amerigo grows up in extreme poverty. (Plus example)
- **Food** – Hunger is a constant presence
- **Country life** – animals, farm work
- **Social roles/Fitting in/belonging** – i.e. He doesn't know anybody initially, he is a fish out of water.
- **School**

2. Discuss how the characters in *Il treno dei bambini* are shaped by their environment and circumstances. Identify three characters and explain your answer with reference to the novel.

Examples of characters and possible points to be developed:

Amerigo grows up in an impoverished neighbourhood

- Resilient character, determined
- Not spoiled or entitled, appreciative
- Strong personality, defensive

Mamma Antonietta lives a life of poverty

- Volatile character
- Suspicious
- Resilient

Tommasino

- Astute, intelligent
- Sensitive, kind
- Brave

Maddalena

- Strong character, brave and fearless woman
- Involved in the war
- Solidarity

Derna

- Derna is shaped by a more supportive and politically conscious northern environment where solidarity and collective responsibility are stronger.
- Derna represents how a different environment can produce a different outlook.
- The contrast between Antonietta and Derna is especially important.

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

3 points 4 marks each

Introduction (0m, 2m)

Conclusion (0m, 1m)

Language

10 marks

Use the descriptors in Appendix 2

An introduction and conclusion are required, consider the best 3 answers.

Nell'articolo si parla di intelligenza artificiale nell'ambito scolastico

- Introduzione
- Secondo voi l'utilizzo di IA a scuola è qualcosa di positivo o negativo? Perché?
- Quali problemi possono nascere, secondo voi, se si usa troppo l'IA?
- Usereste l'IA a scuola o per fare i compiti? Perché?
- Come pensate che cambierà la scuola grazie all'IA?
- Vi piacerebbe avere un robot o un programma IA come insegnante? Perché sì o no?
- 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 six of the exact words or exact phrases given but same meaning must be conveyed.

12 marks for points covered and well expanded for full marks.

6 points (0,1,2)

3 marks (0,1,2,3) for overall coherence

3. Formal Writing

50 marks

Format	10 marks
Content and communication	25 marks
Language	15 marks

- Correct register, full and appropriate greeting and ending spelt correctly 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 (own name not required)
- Format

Date 1 mark

Address 2 marks (3 marks if candidate chooses email)

Greeting 2 marks

Closing formula 3m

Final salutation 2m

Use the descriptors in Appendix 2 for content descriptors

a. The following points to be covered

Where candidates only respond to one part, award associated individual mark

- | | | |
|------|--|---------|
| i. | Introduzione - insoddisfazione/reclamo | 3m |
| ii. | Spiegate chi siete | 4m |
| iii. | Vostra esperienza in Italia | 6m |
| iv. | <u>Un</u> motivo + un problema | 4m + 4m |
| v. | Richiesta cosa propone a riguardo | 4m |

b. The following points to be covered

Where candidates only respond to one part, award associated individual mark

- | | | |
|------|--|---------|
| i. | Introduzione- sottoporre candidatura | 3m |
| ii. | Che tipo di esperienza di volontariato, perché | 4m |
| iii. | Esperienza del passato | 6m |
| iv. | <u>Due</u> motivi per candidarvi | 4m + 4m |
| v. | Perché siete la persona giusta | 4m |

Points for the composition linked to journalistic passage, guided composition and letters where only one-part only responses are given:

Points out of 3 marks (0,1,2,3)	Points out of 4 marks (0,1,2,3,4)	Points out of 6 marks (0,2,3,4,6)
1m poor point 2m sufficient point 3m good/very good/excellent point	1m poor point 2m sufficient point 3m good point 4m very good/excellent point	2m poor point 3m sufficient point 4m good point 6m very good/excellent point

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 text as a whole
Accurate quotes/references to 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 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 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 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 text
No attempt at 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

Where an introduction is present 1m, 3m

Where a conclusion is present 1m, 3m

APPENDIX 2

SECTION C WRITING

CONTENT AND COMMUNICATION DESCRIPTORS

Very Good/Excellent level of coherence Clear argumentation Full completion of communicative task Very Good range of vocabulary Appropriate use of idiomatic expressions No irrelevant material	Writing C./Guided C. 13 – 15	Letter 21 – 25
Reasonable/ Good level of coherence Reasonably/ Good clear argumentation Almost full completion of communicative task Good range of vocabulary Little irrelevant material	Writing C./Guided C. 11 – 12	Letter 18 – 20
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	Writing C./Guided C. 8 – 10	Letter 14 – 17
Little coherence Unclear argumentation Communicative task barely fulfilled Poor use of vocabulary Mostly irrelevant material	Writing C./Guided C. 6 - 7	Letter 10 – 13
Lacks coherence Very confused argumentation Communicative task not fulfilled All irrelevant material	Writing C./Guided C. 0 – 5	Letter 0 – 9

SECTION C WRITING

GRAMMAR

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

Language (essays) out of 10

- | | |
|--------|--|
| 7 - 10 | Appropriate idiomatic Italian, very good rich range of vocabulary, good to very good grammatical accuracy and few spelling mistakes. |
| 4 - 6 | Adequate to good range of vocabulary, some incorrect verbs and agreements, and many spelling mistakes. Basic grammatical errors may impact a very good grammatical structure |
| 0 - 3 | Very limited range of vocabulary, most verbs incorrect and many spelling mistakes |

Language (letter) out of 15

- | | |
|---------|---|
| 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.

Grammatical elements which are not to be penalised can be judged by imagining that you are hearing the answer as a recording. Only mistakes that would be picked up when listening should be penalised.

Example 1: The candidate writes *Lei a parlato con gil amechee* is understood and not penalised.

Italian Leaving Certificate 2026

Script for Listening Comprehension Test

Multiple Choice

1. Una nuova destinazione per le tue vacanze! La costa degli Achei, in provincia di Cosenza ti aspetta tra castelli, profumo di agrumi, borghi e spiagge! Il suo nome richiama alle antiche popolazioni di origine greca che qui fondarono importantissime colonie.
2. In Italia un'ondata di calore sta causando temperature ben oltre la media stagionale, con picchi superiori ai 40°C in molte zone del Centro-Sud.
3. *Libringiro* è una giornata evento in cui i lettori volontari leggono a voce alta libri per bambini in luoghi insoliti, come piazze, centri commerciali, parchi giochi. Tutti i libri vengono messi a disposizione dalle biblioteche pubbliche.
4. Sono sempre di più i ragazzi interessati al gioco degli scacchi. Per partecipare al Trofeo Scacchi Scuola, gli studenti devono registrarsi entro gennaio sulla piattaforma e pagare la quota di iscrizione attraverso un trasferimento bancario. È richiesto un versamento di 50 euro per squadra.
5. Stefano Furlani, è il nuovo sommelier delle arance! E l'origine di questa idea? È venuta da una passione nata per gioco, mentre aspettava un treno in ritardo. Ora Stefano gira le stazioni per trovare il succo d' arancia migliore.
6. I Comites, comitato degli Italiani all'estero, sono composti dai 12 ai 18 membri volontari che restano in carica per cinque anni e non percepiscono remunerazione. I Comites sono stati istituiti nel lontano 1985.
7. Il Concerto di Capodanno è gratuito ed è una tradizione che trasforma la notte del 31 dicembre in una grande festa a cui partecipano in media 80 mila persone. Si consiglia caldamente di prendere i mezzi pubblici per raggiungere il Circo Massimo.
8. Pizza all'ananas. Un piatto comune all'estero. Uno dei pizzaioli più famosi, Gino Sorbillo, ha deciso di aggiungerla al menù del suo ristorante. La ricetta è semplice: base bianca senza pomodoro, mozzarella e ananas a fette!

Dialogo 1 Dialogue between Marco and Laura

Ciao Laura, ho saputo che ospiterai anche tu uno studente straniero quest'anno.

Sì, è vero, sono emozionata, ma anche un po' nervosa perché è la prima volta che lo faccio. Sono un po' preoccupata perché non è sempre facile vivere insieme, confrontarsi con abitudini di altre persone, per esempio e ovviamente le possibili barriere linguistiche.

Lo so! L'anno scorso ho ospitato uno studente svedese, ma a volte abbiamo avuto qualche difficoltà.

Immagino! Per garantire un'esperienza positiva, è fondamentale avere la mente aperta e avere molta pazienza. Vorrei organizzare qualche attività insieme, per esempio, potremmo iscriverci a un corso di cucina, andare in palestra assieme, e uscire con gli amici il più possibile.

E tu, cosa hai fatto per farlo sentire a suo agio?

Allora, gli ho mostrato i posti più belli della città e l'ho aiutato a capire come funzionano i trasporti pubblici per essere indipendente. Il venerdì sera di solito invitavo gli amici a casa a vedere un film insieme.

Buona idea!

Durante l'estate scorsa sono andato a trovarlo in Svezia. Mi è piaciuto tantissimo questo paese scandinavo, soprattutto le città con i canali che mi ricordano un po' Venezia!

Dialogo 2: Dialogue between Monica and Alessio

Ciao Monica bentornata! Com'è andata in Irlanda?

Benissimo! Ho fatto uno stage di quattro mesi presso l'Istituto Italiano di Cultura.

Mi è piaciuto molto. Ho conosciuto tanti italiani, ma essendo in Irlanda ho migliorato più che altro il mio inglese!

E di cosa ti sei occupata?

Di moltissime cose! C'erano i soliti compiti amministrativi come, per esempio, organizzare gli orari dei corsi di lingua, rispondere alle e-mail, e prenotare i voli e l'alloggio per gli ospiti che partecipavano ai nostri eventi.

Che bello! Quindi tu non insegnavi italiano, vero?

No, perché all'università ho studiato comunicazione digitale. Però gli insegnanti dell'istituto spesso mi dicevano che per gli studenti, anche se erano molto entusiasti e motivati, la grammatica era difficile. Così mi sono attivata per aiutarli.

E cosa hai fatto?

Nel mio tempo libero ho progettato una app per praticare i verbi in italiano con esercizi interattivi. L'app ha vinto il premio dell'Unione Europea per le Competenze Digitali. Dopo aver vinto il premio molte scuole di lingua e università hanno deciso di usare la mia app nei loro corsi.

Interview with Paolo Marino

Buongiorno, oggi intervistiamo Paolo Marino, un famoso psicologo dello sport.

Perché hai scelto questa carriera Paolo?

Adoro lo sport! Allora, ho cominciato a giocare a calcio, a soli sei anni e, poi, durante la mia adolescenza, sono diventato un giocatore semi professionista. Ho anche giocato in una squadra di pallavolo, ma alla fine ho scelto il calcio. Non ero tanto bravo a pallavolo e non avevo tempo per fare due sport a causa dello studio.

E fino a quando hai giocato a calcio?

Ho continuato a giocare come calciatore semi professionista fino a ventidue anni. Mi sarebbe piaciuto molto continuare, ma a causa dei turni del mio lavoro in aeroporto, non potevo continuare ad allenarmi costantemente.

Che peccato!

Eh sì, il lavoro in aeroporto aveva spesso turni serali, di sabato e domenica proprio quando ci sono gli allenamenti! Lo sport però mi mancava molto, soprattutto per i benefici dell'attività fisica sulla salute, e per l'amicizia dei compagni di squadra.

E poi?

Dopo alcuni anni, ho deciso di studiare psicologia dello sport. Volevo aiutare i giocatori e gli sportivi a migliorarsi e a superare le difficoltà che si incontrano.

Non deve essere stato facile lavorare e studiare!

Per nulla! Non mi sono mai riposato perché durante le vacanze dovevo studiare o fare gli esami. Ma ero molto determinato perché volevo semplicemente incoraggiare i giovani a continuare a fare sport.

E quali sono le sfide per i giovani che vogliono fare sport a livello professionale?

Direi, trovare il tempo per allenarsi e studiare ma anche imparare dai momenti difficili, per esempio quando si perde una partita!

E come è organizzato il tuo lavoro?

Viaggio molto con il mio lavoro perché mi contattano da tutta l'Italia per partecipare a conferenze e laboratori. Ultimamente, vado anche nelle scuole, sia elementari che superiori, per far capire ai giovani e agli insegnanti i benefici dello sport.

E che piani hai per il futuro?

Entro qualche mese vorrei lanciare un podcast sulle abilità che ciascuno sport può aiutare a sviluppare, sia a livello fisico che nella personalità! Ho un amico giornalista che mi aiuterà a creare il podcast perché non ho nessuna esperienza nel campo.

