SCOTTISH
QUALIFICATIONS
AUTHORITY

2005 Italian

Advanced Higher – Listening & Discursive Writing

Finalised Marking Instructions

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments.

Section I – Listening
Section II – Discursive Writing

General Procedure

1 Before marking proper begins, it is the responsibility of the marking team to fix appropriate standards. The marking process will therefore be divided into two stages: a **preliminary** stage which will be explanatory and aimed at establishing the standards to be applied, and the **marking** stage when scripts will be marked according to an agreed scheme, on the basis of photostat scripts.

2 **Preliminary Stage**

This covers the period from the time the markers receive their scripts and photocopies to the Markers' Meeting.

When you receive the first batches of scripts, you should read a sufficient number to feel you have a reasonable impression of the general level of the candidate's work, then mark **provisionally** and in pencil only, as many as you can before the Markers' Meeting with the purpose of testing how the Marking Instructions work in practice. While carrying out this provisional marking, any points which have not been covered by the key, and any other points which may help with the process of standardisation, should be entered on one of the copies of the Marking Key.

The photostat copies should also be marked and brought to the Markers' Meeting, where they will serve as a basis for comparison of standards and general discussion on marking.

3 **Markers' Meeting**

In discussion of these Instructions and the photostat scripts, you will have the opportunity of discussing any points of difficulty or any doubt on matters of procedure or marking. You should bring both copies of the Marking Instructions to the meeting, the one with the preliminary notes, the other for the insertion of any amendments made at the meeting. The second, revised copy should be used as the basis for the marking proper. The decisions made at the Markers' Meeting will be binding on Markers, and the Marking Instructions, as revised, must be followed closely. Should any reservations occur to you during the course of marking proper, you should mention them in your report, but if the preliminary stage is carried out thoroughly, such reservations should be infrequent.

You may also bring selected scripts with you to the Markers' Meeting if you have encountered any particular points of difficulty which may warrant the examination of complete scripts. However you must scrupulously observe the Scottish Qualification Authority's ruling that scripts may not be read or marked in public places or on public transport. In general, you must observe the highest standards of caution when carrying scripts about with you. See Terms and Conditions of Employment of Markers on Form Ex51 (a) sent with your letter of invitation to serve as a Marker.

4 **Marking Stage**

(a) This covers the period from the Markers' Meeting until the final date for the return of scripts to SQA. By that date all marked scripts, Mark Sheets and Reports should be returned to SQA. Marking should be carried out according to the following scheme, taking into account any modifications of detail which may be decided on at the Markers' Meeting.

(b) The mark for the Listening section of this paper is out of 40; the mark for the Discursive Writing section is out of 30.

(c) For Section II, you are requested to keep a record of the number of candidates attempting each question. This information should be included in your Markers' Report.

(d) In the case of **serious** doubt about an assessment, you must award a mark and then refer the piece of work to the Principal Assessor. To do this, write "PA Referral" underneath the "For Official Use" section on the front of the script and complete a Principal Assessor Referral form (copies of which are enclosed in your Markers' pack). (Also see 'Entries on the Mark Sheets' sub-paragraph 3). **Do not write the reasons on the script itself. Do not make any entry on the outside of the envelope**.

Advanced Higher Italian

Marking Scheme Section I

Part A – Listening

1. (a) According to the majority of Italians, by how much have prices increased as a consequence of the introduction of the Euro?

- Prices have doubled

OR

- Increased by 100% **1 point**

(b) What did 58% of those asked say that they would willingly do?

- Go back to using the Lira **1 point**

2. (a) How many people were in the sample for this survey?

- 621 **1 point**

(b) In which part of the country did people feel particularly worse off?

- In the South **1 point**

(c) What have 71% of those asked felt constrained to do?

EITHER

- Give up things or make sacrifices

OR

- Take care to spend less. **1 point**

3. (a) Which two types of expenditure are most affected by reductions in spending?

- Clothing
- Food **2 points**

(b) How are savings being made on holidays?

- Shorter
- Less often/frequent. **2 points**

(c) Mention three other areas or items on which spending has been reduced.

Any three of:

- Durable goods
- Recreation
- Cigarettes
- Newspapers
- Money spent on sport **3 points**

Sub-total: 12 points

Part B – Conversation

1. (a) What did Luigi want to buy, and why wasn't that possible?

   - Cigarettes
   - He doesn't have enough money **2 points**

   (b) What does Elena accuse Luigi of being?

   - A spendthrift **1 point**

2. (a) How do Elena and Luigi feel about price rises?

   - Luigi says everyone is against the Euro/it has only caused problems/prices have doubled
   - Elena says don't tell me you are against it too/maybe prices have gone up a little bit **2 points**

   (b) According to Luigi, what has not increased?

   - His salary **1 point**

   (c) What excuse have shopkeepers given for raising prices?

   - That they are rounding up **1 point**

3. Luigi lists his purchases so far that day. Why does he do this?

   - He had spent 60 Euros in 3 hours
   - To show how expensive things are/to show how much he has spent in the course of the day/to show how expensive it is to raise a family **2 points**

4. What advantage of the Euro does Elena first suggest?

   EITHER
   - No longer having to order money in advance

   OR
   - Not having to change currency **1 point**

5. What does Luigi say about Portugal?

- He was planning to go
- He doesn't now know if that will be possible **2 points**

6. (a) According to Elena what does the Euro represent?

- The first step in strengthening/firming up, the common European Spirit/feeling/identity **1 point**

(b) What do the economists say it will bring?

- A better or stronger economy **1 point**

7. (a) Apart from financial matters, what else is Luigi concerned about?

- Italian traditions/Italian culture/being Italian

OR

- Italian identity

OR

- National identity **1 point**

(b) What does Elena say to reassure Luigi? Mention **three** points.

- We will still be Italians
- Wait and see, give it time
- You'll see the advantages

[Points from an earlier statement by Elena about a stronger economy or more jobs for our children are also acceptable, provided credit has not already been given in 6(b).] **3 points**

Sub-total: 18 points

Total points for paper: 30 points = 40 marks

Conversion Table 30 to 40

Points	Marks
30	40
29	39
28	37
27	36
26	35
25	33
24	32
23	31
22	29
21	28
20	27
19	25
18	24
17	23
16	21
15	20
14	19
13	17
12	16
11	15
10	13
9	12
8	11
7	9
6	8
5	7
4	5
3	4
2	3
1	1
0	0

Section II – Discursive Writing

Notes on procedures

1 There are **30 marks** awarded to the Discursive Writing section.

2. The mark should be awarded on the basis of your general evaluation of the essay. It will be based on (a) grammatical correctness, (b) idiomatic command and sense of style, (c) the intellectual level of the ideas expressed, (d) plan or orderly development of ideas, (e) relevance to the subject set - but you remain free to vary the weight you attach to each of these in each individual essay. Answers which are largely irrelevant to the subject are unlikely to gain more than a Satisfactory mark, and could in some cases be considerably lower.

3. Grammatical mistakes should be underlined, without being corrected, in red, in the following way: wavy line = slight error (e.g. missing accent, minor spelling mistake); straight line = standard error; double underline = serious grammatical mistake. Repeated errors should be ringed.

   Credit points, indicated by a prominent tick in the left-hand margin, should be given for anything good. Such credit points may be gained, for example, by a good use of idiom, a well-handled syntactical construction, variety of constructions; a well-organised plan, neatly constructed paragraphs, a forcefully expressed idea, appropriate use of varied registers.

   Weak essays are commonly characterised by inaccurate grammar, thin or repetitious vocabulary and poor planning or relevance.

4. Neither grammatical mistakes, nor credit points, are able to be formally totalled; but you should use them as guides for your final assessment. A candidate with one or two credit points may be in the running for a good mark, while one with a lot of grammatical mistakes or other signs of weakness will probably fall into the 'Unsatisfactory' category, or below. Poor punctuation and writing that is difficult to read may be penalised.

5. To award your final mark, you should place each script in one of a given number of categories. Each of these carries a fixed mark, as outlined in the Pegged Marks and Criteria on page 6.

   You must observe this fixed scale of marks, the purpose of which is to prevent proliferation of individual marking scales.

6. The mark awarded should be entered in the **outer right hand margin** at the end of the question, and then added to the mark for Section I. The resulting total must be entered in the space provided on the outside front cover of the script and transferred to the Mark Sheet.

AH Discursive Writing

Categories	Criteria	Pegged marks
Very Good	The language is characterised by a high degree of accuracy and/or may show some flair. Uses a good range of structures and vocabulary appropriate to Advanced Higher with few, if any, errors of spelling and/or punctuation. The essay is well structured and all aspects are relevant to the title.	30
Good	The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher. Contains a reasonable range of vocabulary and structures appropriate to the level. There are few errors in spelling and/or punctuation. The essay has an adequate sense of structure and most aspects are relevant to the title.	24
Satisfactory	Sufficient control of structures appropriate to Advanced Higher to convey meaning clearly. Contains a reasonable range of vocabulary and some complex sentences. Spelling and punctuation are generally correct. The essay has some sense of structure and most aspects have some relevance to the title. Performance may be uneven, but the good outweighs the bad.	18
Unsatisfactory	The language is insufficiently accurate to convey meaning clearly and consistently. Very limited range of vocabulary and/or structures appropriate to Advanced Higher. Inappropriate use of learned material, and possibly some unidiomatic translation from English. The essay may be lacking in structure and less than half of the aspects have any relevance to the title.	12
Poor	The language contains frequent basic errors and/or other tongue interference which seriously impede communication. The essay may be unstructured and few aspects are relevant to the title.	6
Very Poor	No redeeming features.	0

[END OF MARKING INSTRUCTIONS]