

2005 Italian

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 A - General Points

Correct points should be marked with a tick and the total number of marks written in the inside margin after each heading.

No marks should be given for points written under a different heading unless they would also answer that heading. In such a case the mark should be transferred to the total for the heading under which the mark was originally allocated. Where candidates list irrelevant information, no credit should be given for this, even if there is some correct information in the middle of it.

The total number of points scored should be written in the inner margin at the end of Section A.

**2005 Italian
Higher - Listening**

Marking Instructions

Questions/Acceptable answers	Unacceptable answers	Markers' notes
Patrizia is talking to a teacher of Italian about being in Scotland and about military service in Italy.		
<p>1. Why is she so enthusiastic about being in Scotland?</p> <p>2 points</p> <ul style="list-style-type: none">• It was her first real/proper/true job/it's her first job.• She has a (regular) salary/(good) wage/she will be earning money/gets paid.	Her own job/job on her own Finding a job	Do not penalise correct answer if accompanied by "her first time in Scotland".
<p>2. She says she has settled in quickly. What has helped her to do this?</p> <p>3 points</p> <ul style="list-style-type: none">• She found a flat right away/in the first few days/on the first day• She found a flat in the city centre/her flat is in the city centre• She knows the place well.• She was here previously/before/3 years ago. <p>(3 from 4)</p>	She found a flat	Reference to "on her first visit" negates last bullet point
	città	
	wrong number a long time ago	

Questions/Acceptable answers	1 point	Unacceptable answers	Markers' notes
<p>3. When talking about military service, why does she mention 1986?</p> <ul style="list-style-type: none"> • For people/boys born before, it was obligatory. • People born after can choose whether or not to do it. <p>(either)</p>	1 point	It was compulsory before then	
<p>4. When people reach the age of 18 they receive information about military service.</p> <p>(a) How do they receive this information?</p> <ul style="list-style-type: none"> • By post/they get a letter (from government)/they got it from the government. 	1 point		
<p>(b) What do they have to do if they are interested?</p> <ul style="list-style-type: none"> • They have to have a medical/visit the doctor/visit a clinic/hospital/health check/to pass a medical test • They must <u>choose</u> between military service and working for Public Services/they can do military service <u>or</u> Public Service. 	2 points	<p>They sign up/they are assigned to</p> <p>They choose what kind of military service to do.</p>	

Questions/Acceptable answers

5. Patrizia talks about working for the Public Services. What examples does she give of this?

- Work in hospitals.
- Old folk's homes/care home/rest home/nursing home.
- Library.
- With firemen/become a fireman.
- With police.

(4 from 5)

6. In what way does Patrizia think this is a useful experience?

- You (learn how to) work with other people.

4 points

1 point

Unacceptable answers

A house

To meet
It helps you prepare for work
Working with the public

Markers' notes

Accept "work with young people"

Questions/Acceptable answers	3 points	Unacceptable answers	Markers' notes
<p>7. Patrizia says that doing military service is a lot easier now than it used to be. In what ways does she think it was more difficult in the past?</p>	3 points	<p>It was obligatory in the past Present tense</p> <p>They weren't allowed home Never had time/Sunday off</p>	Accept past tense
<p>8. (a) Under normal circumstances, when were those doing military service allowed home?</p>	1 point	Parties	Ignore birthdays/weddings
<ul style="list-style-type: none"> Festivals/feasts/holidays/celebrations/Christmas, Easter, Carnival (2 out of 3 if giving examples). 	1 point	Injury	Accept illness of any kind e.g. illness in the family
<p>(b) Under what two other circumstances could they go home?</p>	1 point	<p>Give their reason Give notice</p>	
<ul style="list-style-type: none"> Illness or emergency (both necessary). <p>(c) What did they have to do in these circumstances?</p> <ul style="list-style-type: none"> People/they/you had to ask permission/get a permit/pass/certificate/approval/ask the leader/boss/sergeant 			

Higher Writing

Tasks: Directed writing, addressing 6 bullet points.
Follow-up essay from Listening stimulus.

- Assessment Process:
- 1 Assess the overall quality of the response and allocate it to a category/mark.
 - 2 Check that all 6 bullet points have been addressed.
 - 3 Deduct 2 marks (ie single marks, not pegged ones) for each bullet not addressed, up to a maximum of 2 bullets. If 3 or more bullets have not been addressed, the mark must be 0.

CATEGORY	CRITERIA	PAPER I	PAPER II
Very Good	The language is mostly accurate. Can form complex sentences; including a range of structure and vocabulary, and makes appropriate use of learned material. Content addresses the topic fully, and is presented in a clear and structured manner.	15	10
Good	The language is clearly comprehensible throughout, and fairly free of serious errors. Contains a reasonable range of vocabulary and structures. Content is fairly predictable but is mostly relevant and has an adequate sense of structure.	12	8
Satisfactory	The language is sufficiently accurate to convey meaning clearly. Errors may be quite frequent but will not be serious. Can handle tenses, but relies on a limited range of vocabulary and structures. There may be some awkward use of memorised material. Content is free of serious irrelevancies and has some sense of structure.	9	6
Unsatisfactory	The language is insufficiently accurate to convey meaning clearly and consistently. Very limited range of vocabulary and structures. Inappropriate use of learned material, and possibly some unidiomatic translation from English. Content may be partially irrelevant (Essay) and lacking in structure.	6	4
Poor	The language contains frequent basic errors and/or other tongue interference which seriously impede communication. Content may be seriously deficient and unstructured or (Essay) partly irrelevant.	3	2
Very Poor	Largely incomprehensible to a native speaker. No redeeming feature or (Essay) totally irrelevant.	0	0

[END OF MARKING INSTRUCTIONS]