

2005 Italian

Higher – Reading and Directed Writing

Finalised Marking Instructions

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

2005 Italian Higher: Reading

Marking Key

The comprehension questions are designed to find out whether the candidates have understood the main points of the passage, including where appropriate something of the author's purpose in writing the text.

In the marking schemes which follow, a bullet point designates information required for the award of 1 point; a word or concept underlined must be evident within an answer before the point can be awarded.

To assess an answer, tick each piece of information which constitutes a correct point. If the information is subsequently contradicted in the same answer, put a cross through the relevant tick. Similarly, if correct information is accompanied in the same answer by information which shows lack of real understanding, put a cross through the relevant tick.

No points can be awarded in a sentence whose overall meaning is unclear.

The inclusion of irrelevant information in an answer should not be penalised unless it contradicts the text.

If information required but not given in answer to one question appears in answer to a different question, it cannot be credited with any marks unless it would also correctly answer that question.

The total mark awarded for each question should be written on the inside margin, at the end of the relevant question.

When the comprehension questions have been marked, points should be totalled and written on the inside margin as a mark out of 20.

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 - Reading**

Marking Instructions

Questions/Acceptable answers	1 point	Unacceptable answers	Markers' notes
<p>1. (a) How is the new system activated? (lines 24-26)</p> <ul style="list-style-type: none"> • Insertion of/By a (loyalty) card/card (with (all) client's details/data). 	1 point	<p>Date/dates/paper Customer inserts data into computer</p>	<p>Ignore mistranslation of fedeltà</p>
<p>(b) Once the system has been activated, what information appears first on the computer screen? (lines 26-33)</p> <ul style="list-style-type: none"> • Last time's/previous shopping list. • A shopping list for this time/a list of items the clients <u>may</u> want to buy/it suggests possible items for the customer. 	2 points	<p>A list from their <u>first</u> visit</p> <p>Shows the same list/list of these things (ie previous list) Shows what is most bought/ what is being bought/things bought before</p>	
<p>(c) Who would find this an interesting idea? (lines 33-36)</p> <ul style="list-style-type: none"> • People who <u>forget</u> their shopping list/leave their shopping list (at home). 	1 point	<p>People who write a shopping list otherwise they forget</p>	

Questions/Acceptable answers

Unacceptable answers

Markers' notes

2. Paragraph four gives further details on how the system works.

What appears on the computer screen if you type in the name of a product?
(lines 40-50)

3 points

- A list of all the different types/kinds (of the product) offered/sold by the shop.
- Prices and discounts.
- A map of the supermarket showing where the product is/how to find the product.

A list of different types of products

You can buy a map
Also at the shops
Shows a map of the supermarket where the product is

This is an example of correct information but evidence of lack of real understanding

Questions/Acceptable answers

3. What information can you get from the multi-media kiosks referred to in line 53?

4 points

- (News about) nutritional values/properties/details etc
- Advice on food preparation/cooking.
- Information on where food comes from/origin of the food/on its source.
- How long a product has been in store/the date the product arrived in the shop.
- Recipes.

(4 from 5)

Unacceptable answers

Markers' notes

Notices – penalise once
food nutrition/nutritional
food/nutritional values of food

Time it takes to prepare food

Origin of source/source of
origin/news about where it
comes from/its origin

How long you can find them in
the store.

Receipt(s)

Questions/Acceptable answers	2 points	Unacceptable answers	Markers' notes
<p>4. How has the system simplified the process of buying fruit and vegetables? (lines 61-65)</p>		<p>Mistranslation of "grado" negates first point. Recognises weight Number of items Da sola = only fair price</p>	<p>Accept "balance" if otherwise accurate</p>
<p>5. Paragraph six (lines 66–85) describes how the new system will save time.</p>			
<p>How does this new system save the shopper time?</p>	3 points		
<ul style="list-style-type: none"> • The computer calculates the amount as the shopping is put into the trolley • you (just) give the code number of your trolley/your ID number to the till operator • You don't need to queue. • You don't need to unload (and load again) your trolley at the checkout. • (Because) instead of taking <u>45</u> minutes, it only takes <u>15</u> 		<p>system</p> <p>codes the customer pays and goes</p>	
<p>(3 from 5)</p>			<p>ignore 'sends shopping to the trolley' if otherwise ok.</p>

Questions/Acceptable answers

6. This new system also has advantages for the supermarkets.

How does the system help the store with stock control? (lines 95-107)

4 points

- It monitors the food from the warehouse/storehouse/distribution centre to the trolley/it allows the store to know what is in the consumer's trolley
- Personnel can check if/how quickly/when the shelves are empty(ing).
- They can decide if shelves/shelf need to be restocked/refilled.
- They can check if products need to be changed.
- They can see if products have been put in the wrong place.
- It can help prevent theft/shoplifting/stealing.

(4 from 6)

Unacceptable answers

The distribution centre monitors the contents of the trolley

Fruit
More control over thieves

Markers' notes

Ignore poor translation of '*maggior controllo*'.

Accept burglary

Translation into English

The translation into English is allocated 10 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown. The total number of marks gained will, where necessary, be converted to a score out of 10.

Category	Mark	Description
Good	2	Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.
Satisfactory	1	Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or the failure to translate relevant details.

7. UNIT 1

Translate into English:

“La spesa porta via ... alla portata di tutti” (lines 2-9)

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p>La spesa porta via ore preziose dal vostro tempo libero?</p>	<p>Does (the) shopping take up/away/waste/use up precious hours</p> <p>of (your) spare/free time?</p>	<p>Does shopping takes away</p> <p>Omission of precious hours of your precious free time the precious hours your precious free time (omission of “hours of”)</p> <p>Shopping takes away ... free time?</p>	<p>Is shopping the way you spend your precious free time?</p> <p>a precious hour</p> <p>Shopping takes...spare time. (statement not question)</p> <p>How many hours porta = carrying etc</p>
<p>Nel supermercato del futuro non sarà più così.</p>	<p>In the supermarket(s) of the future</p> <p>it won't be like that/this/this will not happen</p> <p>any more/it will no longer be like this/this will no longer be the way things stand/again/ever again</p>	<p>In a supermarket</p> <p>The supermarket of the future will no longer do this. Present tense</p> <p>Omission of any more/longer It is not/its not like this/it will never be like this</p>	<p>On the supermarket</p> <p>It will not so much It will not like this You will not be like this</p>

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p>E in alcuni posti l'innovazione è già arrivata</p>	<p>(And) in some/a few/several places</p> <p>the/this innovation/change</p> <p>has already arrived/is already here/with us/has already happened</p>	<p>certain</p> <p>innovations_u/changes_u/initiative</p> <p>Omission of already Already arrived</p>	<p>various/many</p> <p>Invention (penalise once only)/new system</p> <p>Is arrived/arriving</p>

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
Niente di strano o di complicato:	(Absolutely) nothing/it isn't strange/ it's nothing strange/there's nothing/nothing of this is strange or complicated. or complicated/confusing:	Nothings strange Nothing of strange	Nothing this strange Nothing too strange
queste innovazioni saranno presto alla portata di tutti	these innovations/changes will soon/quickly be within everyone's reach/grasp/available to everyone	This innovation/change Everybodys/everybodies	Mistranslation of <i>portata</i> In everybody's hands Here for everyone/within everyone's capabilities/will soon be used by everybody.

Note – Repeated omission of apostrophe (its, nothings, everybodys) – penalise once only

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]