



2007 Italian

Advanced Higher – Reading and Translation

Finalised Marking Instructions

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A 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 exploratory 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 very 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**

This covers the period from the Markers' Meeting until the final date for the return of scripts to the Authority. By that date all marked scripts, Mark Sheets and Reports should be returned to the Authority.

Marking should be carried out according to the scheme which follows, taking into account any modifications which may be decided on at the Markers' Meeting.

The mark for this Paper is out of 50.

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 marker's pack). (Also see 'Entries on the Mark Sheets' sub-para 3). **Do not write the reasons on the script itself. Do not make an entry on the outside of the envelope.**

General criteria for marking

Translation:

The translation into English is allocated 20 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 20.

<i>Category</i>	<i>Mark</i>	<i>Description</i>
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.

B Detailed Marking Key

See attached sheets for detailed notes on each question.

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Reading and Translation

1. (a) What strategies exist in Italian schools for the effective teaching of immigrant children? Give details of any three strategies. 3

- Italian teaching done by specialist teachers.
- Training courses for all teachers.
- Support staff who help families with school matters.
- Support staff who give teachers information about what immigrant children should be taught.
- Support staff who explain school rules to parents.

(any 3)

(b) What often prevents these strategies from being fully implemented? Give any one thing. 1

- Wide diversity of situations.
- Lack of resources.
- Staff cuts.

(any 1)

2. (a) According to Matteo Piancone, what are the main problems for immigrant children attending school? 2

- Coping with new language.
- Low levels of attainment.

(b) What example does he give? 2

- Two little girls aged twelve.
- Who could not attend school in their own country.

(c) How can teachers best support these children? Give any three ways in which support can be given. 3

- Give them easier programme of work.
- Make them feel more at ease.
- Encourage them to work.
- Make them feel the same as their Italian classmates.
- Use practical resources such as computer programs.
- Pay attention to psychological implications.

(any 3)

3. (a) **What do the families of immigrant children often fail to do?** 1
- Understand how an Italian school functions.
- (b) **Matteo believes that the presence of these children in Italian schools brings certain advantages. What are they?** 2
- Italian children can come into contact with different cultures.
 - Enrich their experience of life.
- (c) **Why does he think there is still some way to go?** 1
- Still a lot of immigration taking place.
4. (a) **How did Domenica Ladestra feel the first time she taught immigrant children?** 2
- Felt it was an enormous challenge.
 - Which terrified her.
- (b) **Why did she eventually find it enormously satisfying?** 2
- Children are fantastic.
 - They help you overcome all difficulties.

5. (a) **What did Domenica do to try to overcome the language problem with her pupils?** 1
- She used looks, smiles and gestures.
- (b) **What does Domenica say about the needs of immigrant pupils aged 9-15?** 3
- You have to give them possibility of learning Italian.
 - As well as educate them.
 - Have to cope with differences within class.

6. Why do you think the author has included the views of two schoolteachers? How effective do you find this approach?

Support your answer with detailed references to the text.

7

- Giving viewpoint of two teachers ensures a clear and realistic picture of the situation.
- Shows that they love their job and are fulfilled by it.
- Two different perspectives are given.
- More effective to have two points of view rather than one.
- Male as well as female perspective.
- Difference in age between teachers shows that much the same views are shared by older as well as younger teachers.
- Fact that both teachers explain their views in their own words makes passage more vivid and authentic.
- Also lends authority as these are teachers who have experienced the situation first-hand.
- Both teachers quote examples from their own teaching experience, eg girls who couldn't attend school in their own country, feeling of terror when teaching these pupils for first time.
- Structure of passage makes it easier to read.
- Author uses views of teachers to expand on and reinforce ideas set out in opening of passage.

Pegged Mark Criteria for Question 6 (inferential question)

- A pegged mark must be awarded only after reference to the specific guidance given above.
- A range of performance is available within each of the criteria.
- A mark of zero will be awarded to a performance which offers no appropriate inferencing skills, as outlined in the criteria for the other pegged marks.

Pegged Marks	Criteria
<p style="text-align: center;">7 OR 5</p>	<p>The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the marking instructions.</p>
<p style="text-align: center;">3 OR 1</p>	<p>The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.</p>
<p style="text-align: center;">0</p>	<p>The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.</p>

7. **Translate into English:**

20

I bambini italiani?...servono risorse e professionalità. (lines 126-139)

10 sense units = 20 points

Each unit marked 2, 1 or 0

2 = acceptable translation

1 = key information communicated despite awkward English and/or minor inaccuracy

0 = serious inaccuracy in translation

Suggestion translation (other versions are acceptable)

- What about the Italian children?

- They too have to find a way of talking to a schoolmate

- whose language they do not understand.

- This challenge is a very stimulating one,

- as it helps them to comprehend linguistic, cultural and religious differences

- In this way a spirit of great tolerance is created within the class,

- which allows the foreign children to feel accepted.

- The school has to be able to offer each child the opportunity of learning to accept others,

- while peaceably respecting their differences.

- However, resources and professionalism are required for this to happen.

Total = 50

[END OF MARKING INSTRUCTIONS]