



2007 Italian

Higher – Reading and Directed Writing

Finalised Marking Instructions

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2007 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 I – 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 I.

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Marking Instructions

Questions/Acceptable answers	Unacceptable answers	Markers' notes
<p>1. Read lines 1 to 23. Parents worry about their children going away on holiday alone.</p> <p>(a) What two questions do they ask themselves? 2 points</p> <ul style="list-style-type: none">• Their age/Is it/will it be the right age/Is the child old enough/Is it right for their age/will it be suitable for their age? • Will/would the child be homesick/miss home?	<p>Is it old enough What is/would be the right age Is the age fair Is it the right time</p> <p><u>Is</u> the child feeling homesick</p>	

Questions/Acceptable answers	Unacceptable answers	Markers' notes
<p>(b) Why does the child's mother often feel uneasy about sending her children away on their own? 4 points</p> <ul style="list-style-type: none"> • Feels she is stuck/isolated/trapped <u>working</u> in the city. • Feels/is convinced/convinces herself/she has abandoned <u>the child/him/son/etc/the child has been abandoned/she is deserting <u>the child</u></u>. • She feels guilty/to blame/it is her fault. • Afraid/worried the child/son/boy will have difficulties/a difficulty/problems. 	<p>isolated, cut off, blocked (on its own)</p> <p>convicted the child feels abandoned/neglected</p> <p>broken/hurt/shocked</p> <p>she will find the child in difficulty she is afraid <u>because</u> the child is in difficulty</p>	<p>“They” refers to mother/parents unless otherwise indicated in the answer.</p>

Questions/Acceptable answers	1 point	Unacceptable answers	Markers' notes
<p>(c) What advice does Fausta Vitagliano give to parents?</p> <ul style="list-style-type: none"> • Don't show/let the child see/the child/son/lads etc that you are worried/scared/anxious. 	1 point		
<p>(d) Why does she give this advice?</p> <ul style="list-style-type: none"> • Children notice/recognise anxiety/realise when you/they are anxious/nervous. • They become tense too. 	2 points	the children feel guilty	<p>Ignore: mistranslation of "colpa" unless applied to children</p> <p>Ignore: "even"</p>
<p>2. In lines 24 to 46, the author discusses the ideal age for children to go to a holiday camp alone.</p>	2 points	<p>to perform/present/represent/ depict a drama</p>	<p>There <u>must</u> be an implication of 2 distinct groups/children or else award 0 marks</p> <p>Ignore: mistranslation of "anche solo" unless it negates the answer</p>
<p>(a) He identifies two different types of child.</p> <p>How does he describe each type of child?</p> <ul style="list-style-type: none"> • The child who would do anything/wants to be able to play with friends/plays (all day) with friends. • The child for whom being apart from mum (even for a night) is a drama/makes/creates a drama. 	2 points	to perform/present/represent/ depict a drama	Ignore: mistranslation of "anche solo" unless it negates the answer

	Questions/Acceptable answers	3 points
(b)	The text suggests that the ideal age is six or older.	
	What three reasons are given for this?	
	<ul style="list-style-type: none"> • <u>Until</u> this age/<u>before six</u>/this age all a child knows is/a child knows nothing but the family/doesn't know other families. 	
	<ul style="list-style-type: none"> • (Extended) separation/absence/removal/could feel like abandonment/To send them away younger than this would be abandonment. 	
	<ul style="list-style-type: none"> • Children will have started school by this point. 	
	<ul style="list-style-type: none"> • They have/will have developed enough independence (to be away from their parents). 	

(3 from 4)

Unacceptable answers	Markers' notes
at/after this age their other family	
a send off/neglect "is abandonment"	
simple future tense	
the child will have permission to develop will develop	

Questions/Acceptable answers

3. In lines 47 to 64, the author gives advice to parents.

(a) How can parents get their child used to spending time away from them? **1 point**

- Let the child (sometimes) sleep at grandparents'/granny's etc or at a friend's house (both required).

(b) The author suggests sending the child on holiday with other people.

Which other people does he suggest, and for what reasons? **2 points**

- (Grandparents) you can count on the family
- They are used to being with them/grandparents
- Older brother/friend
- Someone who will help if the children get sad

(2 from 4)

Unacceptable answers

count off the family

if children get stressed

Markers' notes

Questions/Acceptable answers

4. In lines 77 to 95, the author suggests **three** more ways of making the child calmer.

What are these?

3 points

- Choose somewhere you can get to in a couple of/few hours/somewhere nearby.
- Let the child take something of/from home favourite teddy/poster/give him their favourite teddy.
- Choose/let the child choose/the child's favourite clothes for the holiday/clothes that make them feel stronger/motivated/comfortable.

Unacceptable answers

Markers' notes

by walking
in under an hour/in an hour

Ignore: mistranslation of
"località"

treat child to a teddy bear

Ignore: to hang above their
bed

clothes they like

Ignore: super hero costume
"choosing clothes is very
important" – insufficient on
its own

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.

5. Translate into English:
“Senza genitori...l'anno seguente” (lines 71 – 76)

Higher Writing

Task: Directed Writing, addressing 6 bullet points.

- Assessment Process:
- 1 With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged 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	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	15	<ul style="list-style-type: none"> • All bullet points are covered fully, in a balanced way, including a number of complex sentences. • Some candidates may also provide additional information. • A wide range of verbs/verb forms, tenses and constructions is used. • Overall this comes over as a competent, well thought-out account of the event which reads naturally. 	<ul style="list-style-type: none"> • The candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error. • Where the candidate attempts to use language more appropriate to post-Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression. 	<ul style="list-style-type: none"> • The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence. • There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order. • The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. • The language flows well.
Good	12	<ul style="list-style-type: none"> • All bullet points are addressed, generally quite fully, and some complex sentences may be included. • The response to one bullet point may be thin, although other bullet points are dealt with in some detail. • The candidate uses a reasonable range of verbs/verb forms and other constructions. 	<ul style="list-style-type: none"> • The candidate generally handles verbs and other parts of speech accurately but simply. • There may be some errors in spelling, adjective endings and, where relevant, case endings. • Use of accents may be less secure. • Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately. • There may be minor misuse of dictionary. 	<ul style="list-style-type: none"> • There may be less variety in the verbs used. • Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. • In one bullet point the language may be more basic than might otherwise be expected at this level. • Overall the writing will be competent, mainly correct, but pedestrian.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	9	<ul style="list-style-type: none"> • The candidate uses mainly simple, more basic sentences. • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. • In some examples, one or two bullet points may be less fully addressed. • In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues. 	<ul style="list-style-type: none"> • The verbs are generally correct, but basic. • Tenses may be inconsistent, with present tenses being used at times instead of past tenses. • There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in the use of accents. • Some prepositions may be inaccurate or omitted eg I went the town. • While the language may be reasonably accurate in three or four bullet points, in the remaining two control of the language structure may deteriorate significantly. • Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses. 	<ul style="list-style-type: none"> • The candidate copes with the past tense of some verbs. • A limited range of verbs is used to address some of the bullet points. • Candidate relies on a limited range of vocabulary and structures. • When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion. • Sentences may be basic and mainly brief. • There is minimal use of adjectives, probably mainly after “is” eg The boss was helpful. • The candidate has a weak knowledge of plurals. • There may be several spelling errors eg reversal of vowel combinations.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Unsatisfactory	6	<ul style="list-style-type: none"> • In some cases the content may be basic. • In other cases there may be little difference in content between Satisfactory and Unsatisfactory. • The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as <i>to be, to have, to play, to watch</i>. • While the language used to address the more predictable bullet points may be accurate, serious errors occur when the candidate attempts to address the less predictable areas. • The Directed Writing may be presented as a single paragraph. 	<ul style="list-style-type: none"> • Ability to form tenses is inconsistent. • In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. • There may be confusion between the singular and plural form of verbs. • There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order. • Several errors are serious, perhaps showing mother tongue interference. • There may be one sentence which is not intelligible to a sympathetic native speaker. • One area may be very weak. • Overall, there is more incorrect than correct. 	<ul style="list-style-type: none"> • The candidate copes mainly only with the predictable language required at the earlier bullet points. • The verbs “was” and “went” may also be used correctly. • There is inconsistency in the use of various expressions, especially verbs. • Sentences are more basic. • An English word may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	3	<ul style="list-style-type: none"> • The content and language may be very basic. • However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory. 	<ul style="list-style-type: none"> • Many of the verbs are incorrect or even omitted. • There are many errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in spelling and word order. • Prepositions are not used correctly. • The language is probably inaccurate throughout the writing. • Some sentences may not be understood by a sympathetic native speaker. 	<ul style="list-style-type: none"> • The candidate cannot cope with more than one or two basic verbs, frequently “had” and “was”. • The candidate displays almost no knowledge of past tenses of verbs. • Verbs used more than once may be written differently on each occasion. • The candidate has a very limited vocabulary. • Several English or “made-up” words may appear in the writing. • There are examples of serious dictionary misuse.
Very Poor	0	<ul style="list-style-type: none"> • The content is very basic <p>OR</p> <ul style="list-style-type: none"> • The candidate has not completed at least three of the core bullet points. 	<ul style="list-style-type: none"> • (Virtually) nothing is correct. • Most of the errors are serious. • Very little is intelligible to a sympathetic native speaker. 	<ul style="list-style-type: none"> • The candidate copes only with “have” and “am”. • Very few words are correctly written in the foreign language. • English words are used. • There may be several examples of mother tongue interference. • There may be several examples of serious dictionary misuse.

What if....?	
the candidate only addresses one part of one of the introductory, predictable bullet points?	In such a case the candidate is deemed to have not addressed the bullet points and a 2 mark penalty is made (ie 2 marks are deducted from the final mark awarded). This procedure applies at all categories.
some bullet points fit into one category but others are in the next, lower category?	It is important to look carefully at which bullet points are better addressed. If the better sections include the more predictable bullet points, the marker is less likely to be generous than if the unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet points, a lower mark must be awarded. It is also important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet points – or even bullet points which are not there – than for the four remaining bullet points. In such cases, the lower mark being considered should be awarded.
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.
the Directed Writing, from the point of view of content, looks as if it belongs in a top category, but where accuracy is concerned, contains some possibly serious grammatical errors in more basic structures as a result of using relatively advanced structures combined with a less than confident knowledge of the more basic structures?	This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate <u>can</u> do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 9.

[END OF MARKING INSTRUCTIONS]