



2008 Italian

Advanced Higher
Listening and Discursive Writing

Finalised Marking Instructions

© Scottish Qualifications Authority 2008

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from the Assessment Materials Team, Dalkeith.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's Assessment Materials Team at Dalkeith may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

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, 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 30; the mark for the Discursive Writing section is out of 40.
- (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. What are the two faces of Italian football described in the report? 2 points**

 - 1 point each for scandal and glory or close equivalents. Statements as general as negative and positive are not close enough for any points. Explanatory statements detailing trials and corruption as against winning the World Cup are also acceptable.

- 2. How does the player Gennaro Gattuso see a connection between them? 1 point**

 - 1 point for Gattuso sees the victory as a result of the scandal, ie without the scandal Italy wouldn't have won. Any clear statement of this connection is acceptable, including the idea that the scandal increased the team's effort is acceptable even with no explicit reference to the World Cup victory.

- 3. What does the writer of the report say about the connection between them? 2 points**

 - 1 point for Italy's success can't erase the scandal; 1 point for the scandal cannot detract from the achievement of winning the World Cup OR Final remembered for win, not scandal.

- 4. How were the Italian players at the World Cup Finals affected by the situation back home? 1 point**

 - 1 point for a more united team. As a result, or, in spite of the difficulties are both acceptable additions. "The team did their best" is also acceptable.

- 5. What did some politicians suggest should be done if Italy were to win the World Cup? 1 point**

 - 1 point for an amnesty for players and/or teams involved. Since the article isn't entirely clear on whether this means only those at the World Cup (of whom the full original article says none were involved) additional specification in answers will not be penalised.

sub total 7 points

Part B – Conversation

- 1. How long has Luigi been going to the gym? 1 point**
- 1 point for one week, started last week etc.
- 2. (a) Why does Luigi not expect to see Giulia at the gym? 1 point**
- 1 point for any one of, because she is thin, fit, healthy, does lots of sports.
- (b) What reason does Giulia give for going to the gym? 1 point**
- 1 point for a clear expression of the idea that it is in order to keep fit so that she can practise these sports, or to avoid injury whilst practising sports. Specification of a particular sport rather than sport in general is acceptable. “To stay in shape/fit/in form” is also acceptable.
- 3. (a) What does Giulia warn Luigi about? 2 points**
- 1 point each for any two of: not overdoing things to start with/starting slowly/he could injure himself if he hasn’t had any exercise for a while.
- (Any 2)**
- (b) Why does he tell her not to worry? 3 points**
- 1 point each for: his friends are as unfit as he is/it won’t be too tiring/ the game won’t last more than 10 minutes.
- (c) Why is she surprised at the game he is going to play? 1 point**
- 1 point for because he is a great fan of football (not basketball). A lack of an explicit mention of basketball will not be penalised.
- 4. (a) What did Luigi’s wife Anna say to him? 2 points**
- 1 point each for any two of: if he loves football so much/he should go out and play/instead of watching it on TV.
- (b) What does Giulia think of Anna’s opinion? 2 points**
- 1 point for she thinks she might be right. A simple yes or no is not enough. 1 point for it’s true that people prefer watching sport rather than taking part. Some candidates may include the idea that she doesn’t think Luigi is too fat – this is acceptable too for one point.

5. (a) **Giulia refers to the opinions of experts. What do they emphasize?** **2 points**

- 1 point each for: the importance of exercise/the dangers of being overweight (watching stops people taking part (implied) is acceptable for one of the points).

(b) **In her opinion, what positive aspects are there for spectators? Give any two.** **2 points**

- 1 point each for any two of: it can be exciting/you have a chance to see the best players in the world/you can learn something to improve your own play/it can be a moving communal experience.

6. (a) **How does Luigi defend watching sport on television?** **3 points**

- 1 point each for any three of: it isn't always possible to be there in person/it is expensive/ticket numbers are limited/people don't have time to go/TV gives more people access. Despite some overlap in points 3 and 5 they are each acceptable for one point.

(b) **To what extent does Giulia accept Luigi's arguments?** **2 points**

- 1 point for a clear statement that she partly does, but also raises other points. 1 point for the idea that watching sport doesn't prevent people also taking part. Going out to see sports is acceptable in place of actually taking part, but the idea that watching at home doesn't stop other forms of participation is necessary.

7. **Why will Giulia wish she was watching Luigi and his friends on television, according to him?** **1 point**

- 1 point for so that she can change the channel. Other details are not essential, nor can they replace the point of the joke.

Sub total 23 points
Total 30 points = 30 marks

Section II – Discursive Writing

Notes on procedure

- 1 There are **40 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 **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 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 8.

You must observe this fixed scale of marks, the purpose of which is to prevent a proliferation of individual marking scales.
- 6 The mark awarded should be entered in the **outer right hand margin** at the end of the question, 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.	40
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.	32
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.	24
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.	16
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.	8
Very Poor	No redeeming features	0

[END OF MARKING INSTRUCTIONS]