



2008 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) **How has the German Ministry for the Environment publicised the film *The Day After Tomorrow*?** **3**
- Visitors to parliament buildings

 - Can pick up leaflets about film

 - From the information desk
- (b) **What does the Ministry hope to promote?** **1**
- The use of sources of renewable energy
- or**
- The substitution of fossil fuels
- (c) **Why do they want to do this?** **3**
- Carbon dioxide emissions causing global warming

 - Global warming causing floods and droughts

 - Wish to be less dependent on fluctuating oil prices
2. (a) **Why did Jürgen Trittin mention *The Day After Tomorrow* in a recent press conference?** **2**
- To make the point that the ecological catastrophe depicted in the film

 - Is already reality
- (b) **What have energy companies been forced to do?** **2**
- Buy energy that has been generated

 - By solar, wind, hydroelectric or geothermal means (mention of any two, for 1 point)

3. (a) **What effect have government initiatives had on carbon dioxide emissions?** 1
- They have been reduced by 53 million tons per year
- (b) **How has Germany managed to become a world leader in solar cell technology?** 1
- Firms have received support from German government
- (c) **Why is Berlin mentioned?** 1
- Many Berlin government buildings use solar power
4. (a) **How energy-efficient are the houses in the Gelsenkirchen-Bismarck residential development?** 2
- They generate 40% of their electricity
 - While reducing emissions by half
- (b) **What other examples are given of how solar power is being used in Germany?** 2
- FC Schalke 04 stadium uses solar power during matches
 - Lehrter Bahnhof station in Berlin will have solar panel roof within two years

5. (a) **How does the author demonstrate the immense power of the Sun?** 3
- All the energy consumed in the world
 - Amounts to only seven thousandths
 - Of the energy irradiated by the Sun on the Earth
- (b) **What, according to the author, has Italy neglected to do?** 1
- Develop sources of renewable energy
- (c) **Why is this especially surprising?** 1
- Italy has much more sunlight than Germany
6. **What, in your opinion, is the function of the last paragraph? What relationship does it have with the rest of the text? How effective do you find it?** 7
- The author uses example of Germany (a country which has successfully promoted and developed the use of renewable sources of energy) to show up Italy's lack of progress in this area.
 - Passage contains a wide range of facts and figures illustrating German progress.
 - Statistics, examples and quotes from various sources are convincingly presented to the reader for the greater part of the passage.
 - Until the last paragraph where the author changes direction and unexpectedly turns his attention to the Italian situation.
 - Then he makes his points forcibly through the device of a series of questions addressed to the reader.
 - These all begin with *come mai* which increases their rhetorical effectiveness.
 - The questions then culminate in a clear statement of what needs to be done.
 - This is all the more effective as it is placed at the very end of the passage, thereby emphasising its forcefulness.
 - Language in this last paragraph is also quite emotional and heartfelt.
 - In contrast to the cool, journalistic tone elsewhere.

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

In Germania, la gente ... presenti nell' atmosfera. (lines 89-103)

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)

In Germany people are very worried about environmental problems, / and this is the reason behind the widespread support / that the Green Party has received from the public. / The party has successfully pursued an agenda / which places greater emphasis on the environment, / encouraging greater use of renewable energy / and setting down as their principal objective / an eventual 20% of energy production from renewable sources by 2020. / This initiative will significantly reduce / the level of toxic gases in the atmosphere.

Total = 50

[END OF MARKING INSTRUCTIONS]