



2008 Italian

Higher – Listening/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.

**2008 Italian
Higher – Listening/Writing**

Marking Instructions

Questions/Acceptable answers	Unacceptable answers	Markers' notes
Livia talks about her summer holidays.		
1. Why was this holiday different for her?		
• she stayed at home/in Italy	She stayed in the house They	Ignore wrong tense
• she usually goes abroad <u>in July</u>	She usually goes in July. Wrong month cancels this point	
• she is usually away <u>in July</u>		
• she is usually away for her birthday		
(Any 1)		

Questions/Acceptable answers	1 point	Unacceptable answers	Markers' notes
<p>2. She mentions her birthday.</p> <p>(a) Why did this make her change her holiday arrangements?</p> <ul style="list-style-type: none"> • <u>her parents</u> wanted to celebrate it with her/organise a party 	1 point	<p>She wanted to celebrate with her parents</p> <p>Festival</p>	<p>Ignore wrong birth date/ wrong tense</p>
<p>(b) Why does she mention her relatives?</p> <ul style="list-style-type: none"> • they all came/were invited <u>to the party/celebration</u> (see note) • they don't see each other a lot/very often/ever/she doesn't see them a lot/very often/ever/they are not all together very often/she/they never see them/each other 	2 points	<p>They came to stay with her/they came to visit/they wanted to come to the party</p> <p>Distant relatives They live far away/don't live close It was a chance to get together They hadn't been together <u>for a while</u></p>	<p>Ignore wrong tense</p> <p>'to see her' is insufficient on its own NB: if "party" is mentioned in (a), "celebration" can be accepted here</p>

Questions/Acceptable answers	1 point	Unacceptable answers	Markers' notes
3. Her Scottish friends came to visit her.			
(a) Where was the hotel in which they stayed?			
<ul style="list-style-type: none"> in a nearby <u>town/village</u> 		In the country Place/city	
(b) How did they spend their time on Friday?	4 points		
<ul style="list-style-type: none"> eating/they ate/went out/going for dinner/lunch 		Penalise future/conditional/present tenses once	
<ul style="list-style-type: none"> visiting/they visited a <u>medieval</u> town/a town <u>in the mountains</u> 		Near the mountains	
<ul style="list-style-type: none"> going/they went round the shops/went shopping/went on a shopping trip/went window shopping 		They went for a tour	
<ul style="list-style-type: none"> going/they went to a concert 		They assisted at a concert/put on a concert	

Questions/Acceptable answers	Unacceptable answers	Markers' notes
<p>4. She talks about Saturday night.</p> <p>(a) What did she ask Francesca to do? 1 point</p> <ul style="list-style-type: none"> prepare/make <u>regional/local dish(es)/speciality food/traditional food</u> (of the town/region/Italy) (for the party) 	Special food/dinner/something special	
<p>(b) Livia says she was a bit nervous. Why? 1 point</p> <ul style="list-style-type: none"> it was <u>the first time</u> the Scots (her Scottish friends) and the Italians had got together/<u>first time</u> her Scottish friends had met her parents/friends/relatives 	Friend in the singular	'Italian' could be implied as Livia is Italian The idea of Scottish and Italian nationalities is essential and must be clear
<p>(c) How was the communication problem solved? 2 points</p> <ul style="list-style-type: none"> by speaking <u>slowly</u> by gestures/signals/signs/sign language 		Ignore spoke "Italian/English"
<p>(d) What does she feel helped make the evening a success? 1 point</p> <ul style="list-style-type: none"> <u>traditional dancing/dancing together</u> 	Traditional dancing was performed The speciality food	Ignore wrong number of dances

Questions/Acceptable answers	2 points	Unacceptable answers	Markers' notes
<p>5. Livia does not intend to stay in Italy next year. Why not?</p> <ul style="list-style-type: none"> she <u>misses/missed</u> travelling/going away/going on holiday or she <u>wants</u> to travel/go away/on holiday/she <u>feels</u> she needs to she <u>wants/would like/likes</u> to visit/see more/other/different <u>places/countries/experience other cultures</u> 	2 points	<p>She will travel/is intending/planning/ prefers to travel New experiences Broaden horizons</p> <p>She wants to revisit places/things she wants to see</p>	
<p>6. Livia had a bad experience in Prague.</p> <p>(a) What happened?</p> <ul style="list-style-type: none"> her <u>bag</u> was <u>stolen</u> she lost/was robbed of her documents/(I.D.) papers, camera, money (any 2 for 1 mark) 	2 points	<p>She/they lost her bag Her suitcase Her bags were stolen</p> <p>Passport (doesn't cancel mark if two other correct items are given)</p> <p>Driving licence</p>	
<p>(b) Why does she still want to go back there?</p> <ul style="list-style-type: none"> to enjoy/see/experience the <u>city</u>/to have fun (in the town) to <u>forget/get over</u> her first experience 	2 points	<p>To enjoy herself/to enjoy <u>again</u></p> <p>She has forgotten the/her first experience/to have a better experience</p>	<p>NB: accept to see/ experience again Ignore "to see the city <u>she loved</u>"</p>

Higher Writing

Task: Short essay

Assessment Process: • With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged mark.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	10	<ul style="list-style-type: none"> • The topic is 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 and constructions is used. There may also be a variety of tenses. • Overall this comes over as a competent, well thought-out response to the task 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	8	<ul style="list-style-type: none"> • The topic is addressed, generally quite fully, and some complex sentences may be included. • 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. • At times 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	6	<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. The topic may not be 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. 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 go the town. While the language may be reasonably accurate at times, the language structure may deteriorate significantly in places. 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 present tense of most verbs. A limited range of verbs is used. Candidate relies on a limited range of vocabulary and structures. Where the candidate attempts constructions with modal verbs, these are not always successful. Sentences may be basic and mainly brief. There is minimal use of adjectives, probably mainly after “is” eg My friend is reliable. The candidate has a weak knowledge of plurals. There may be several spelling errors eg reversal of vowel combinations.
Unsatisfactory	4	<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 aspects of the task may be accurate, serious errors occur when the candidate attempts to address a less predictable aspect. The Personal Response 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. Overall, there is more incorrect than correct. 	<ul style="list-style-type: none"> The candidate copes mainly only with predictable language. 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	2	<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 1 or 2 basic verbs, frequently “has” and “is”. • 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. 	<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 exceeds the recommended word count?	This in itself need not be important, although it is important to be clear that it is possible to attain top marks, if the writing does not exceed 150 words. It is important to assess what has been written – sometimes by exceeding the word count the candidate’s control of the language deteriorates and this has to be reflected in the mark awarded.
the candidate has been asked to address a topic with two aspects but only addresses one of these?	In such a case the candidate is deemed to have not addressed the task fully. The quality of the language should be assessed and the writing should then be placed in the next category down, eg if the writing would otherwise have been awarded 8, it should instead be awarded 6.
some parts of the writing fit into one category but others are in the next, lower category?	If the better sections contain more sophisticated language, it may still be appropriate to choose the higher marks. However, if the better sections contain relatively basic constructions and attempts to use more sophisticated language are unsuccessful, then it is most likely that the writing is at the 6/4 interface and the Marking Criteria should be used to help the marker come to a final decision.
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.

[END OF MARKING INSTRUCTIONS]