



2012 Italian

**Advanced Higher – Listening and Discursive
Writing**

Finalised Marking Instructions

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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. **Where are the Italians in the world table of consumers of mineral water?** **1 mark**
 - in third position

 2. **In what ways does this consumption of mineral water cause high levels of CO2 emissions?** **2 marks**
 - the bottles have to be transported (by road)
 - very large amounts of plastics and petroleum are produced

 3. **Why do people choose to drink tap water?** **1 mark**
 - to sustain (protect) the environment

 4. **What percentage of the Italians surveyed had drunk tap water in the last year?** **1 mark**
 - 74%

 5. **What reason did 20.4% of Italians give for choosing to drink tap water?** **2 marks**
 - better checks on tap water (compared to mineral water)
 - more frequent checks on tap water (compared to mineral water)

 6. **What are the effects of the new Water Safety legislation? Mention any three.** **3 marks**
 - it contributes to (or maintains) the (high level of) efficiency of the service/the service has been improved
 - it guarantees the quality of tap water (in every city)
 - it makes tap water as good as bottled water
 - it contributes to a better environment for future (generations)

(Any 3)
- Sub-total 10 marks**

Part B – Conversation

1. Which items on the list has Giovanna picked up? Mention any two. 1 mark

- pineapple
- grapefruit
- oranges
- aubergines
- tomatoes
- courgettes
- fruit
- vegetables

(Any 2)

2. What is Luca planning to cook? 2 marks

- it's a surprise
- (old) recipe belonging to his grandmother

3. (a) According to Giovanna why do they need mineral water? 1 mark

- Because (she is sure) Luca's grandmother finished it (yesterday when she came to visit)

(b) What two reasons does Luca give for taking it off the list? 2 marks

- it's bad for the environment
- it's a waste of money/it costs money/it saves money (to take it off)

4. According to Luca how are plastic bottles destroying the planet? 1 mark

- they are responsible for high levels of greenhouse gasses
- they produce waste
- there are mountains of plastic bottles

(Any 1)

5. (a) What advantages does he say there are in drinking tap water? 2 marks

- there is always as much as you want
- it's free
- its purity is guaranteed

(Any 2)

(b) What does Giovanna say is wrong with tap water? 2 marks

- the treatments to purify it make it worse
- it tastes terrible
- it's full of chemicals

(Any 2)

(c) In what ways does she say mineral water is better? 2 marks

- it tastes better
- it comes from natural springs (in the mountains)
- it's good for health
- it's good for the digestion

(Any 2)

6. (a) **What did American scientists find out about bottled mineral water?** **2 marks**
- it contains (harmful) substances/(traces of) plastic
 - produced by the plastic (itself)
- (b) **What reason does Giovanna give for not believing this?** **1 mark**
- Luca's grandmother ... perfect health/she is 92 years old/it has never done her any harm
- (c) **What final problem with tap water does she mention?** **1 mark**
- You can't get sparkling (fizzy) water from the tap
7. **What do Luca and Giovanna agree to do in the end?** **2 marks**
- they agree to buy some bottles of sparking (fizzy) mineral water
 - they agree to use the tap for 'natural'/still (not fizzy) water
8. **What other advantage of their agreement does Luca mention?** **1 mark**
- Giovanna will have fewer heavy bottles to carry home

Sub-total 20 marks

Total 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 **based on the Pegged Mark Descriptors on the following page.**
- 3 **Credit**, indicated by a tick where appropriate, may be given for anything good, and may be gained, for example, by a good use of idiom, a well-handled syntactical construction, variety of constructions; a well-organised plan, well-constructed paragraphs, appropriate use of varied register, the sophistication of ideas expressed.

Ticks should not be formally totalled. Instead, they will support a general impression, again based on the Pegged Mark Descriptors.

You may wish to **underline** errors, again, in order to enhance the overall impression of the candidate's performance.
- 4 Poor handwriting, spelling and punctuation may be self-penalising
- 5 The mark awarded should be entered in the **outer right-hand margin** at the end of the question, and 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]