



2013 Italian

Advanced Higher – Listening and Discursive Writing

Finalised Marking Instructions

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Part One: General Marking Principles for Italian Advanced Higher – Listening and Discursive Writing

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor. You can do this by posting a question on the Marking Team forum or by e-mailing/phoning the e-marker Helpline.
- (b) Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Italian Advanced Higher – Listening and Discursive Writing

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

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 Marker’s 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 Marker’s 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 Marker’s 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 Marker's 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 Marker's 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 Marker's 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 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 any entry on the outside of the envelope.**

**Advanced Higher Italian – Listening
Part A**

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
1		<p>How long must someone be out of work to be classed as long-term unemployed?</p> <ul style="list-style-type: none"> for <u>more than</u> a year 	1	<u>for</u> a year	
2		<p>What two things are the long-term unemployed in danger of losing?</p> <ul style="list-style-type: none"> <u>self</u>-esteem motivation 	2	esteem	
3		<p>What percentage of the unemployed were long-term in 2009?</p> <ul style="list-style-type: none"> 52.9% 	1	52%	
4		<p>Why was this of particular concern?</p> <ul style="list-style-type: none"> it was the highest for the past 18 years because the number keeps growing. <p>(any one from two)</p>	1		

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
5		<p>Which group had particularly high unemployment?</p> <ul style="list-style-type: none"> women in the South 	1		
6		<p>What are the risks for the young people who are either unemployed or in temporary work?</p> <ul style="list-style-type: none"> <u>long-term</u> unemployment poverty 	2		
7	a	<p>What must be done immediately to address this question?</p> <ul style="list-style-type: none"> problem to go on the political agenda 	1		
7	b	<p>What will be important in the future?</p> <ul style="list-style-type: none"> better correspondence between skills acquired in school and those needed for work 	1		

Total 10

Part B

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
1	a	<p>How long is it since Giuseppe and Luisa last saw each other?</p> <ul style="list-style-type: none"> • <u>almost</u> a year 	1		
1	b	<p>Where did they see each other?</p> <ul style="list-style-type: none"> • at the birthday party of Giuseppe's cousin Marco 	1		
2	a	<p>Why is Luisa surprised to hear that Marco graduated in engineering?</p> <ul style="list-style-type: none"> • he didn't seem the type • his apartment was full of books on literature (or philosophy or poetry – one subject is enough for the point) • she thought he was studying literature or philosophy <p>(any two from three)</p>	2		
2	b	<p>Why did Marco's parents want him to study engineering?</p> <ul style="list-style-type: none"> • because it was more likely to lead to work/a job 	1		

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
3		<p>Why did Marco follow his parents' advice?</p> <ul style="list-style-type: none"> • he is very close to his parents • (perhaps) because he is an only child • he knows they care about him <p>(any two from three)</p>	2		
4		<p>Why did Marco's father become unemployed?</p> <ul style="list-style-type: none"> • the firm had to lay off many employees • because of various economic problems 	2		
5	a	<p>What does Luisa think will have been difficult for Marco's father?</p> <ul style="list-style-type: none"> • after thirty years in the same firm • it will be difficult to adapt/change 	2		
5	b	<p>How does his new job compare with his previous job?</p> <ul style="list-style-type: none"> • it isn't permanent/stable/secure) • the salary is less <p>(any one from two)</p>	1		

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
6		<p>What did Luisa study at University?</p> <ul style="list-style-type: none"> foreign languages (English, French, German) <u>and literature</u> 	1		
7	a	<p>What advantages does Giuseppe see in the subjects Luisa has studied?</p> <ul style="list-style-type: none"> she could easily work abroad or for an international firm more job opportunities <p>(any two from three)</p>	2		
7	b	<p>What would Luisa like to do in the future?</p> <ul style="list-style-type: none"> do the same type of work in Paris/work for a similar company in Paris/find a similar job in Paris 	1		
8		<p>What does Luisa say about literature? She is lucky to have found a job which appreciates/values her knowledge of literature.</p> <ul style="list-style-type: none"> it is a cultural treasure we should take advantage of it OR profit from it <p>(any one from three)</p>	1		

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
9	a	<p>What does Giuseppe say about great works of literature?</p> <ul style="list-style-type: none"> they are very long/lots of pages/endless 	1		
9	b	<p>How does Luisa react to what Giuseppe says?</p> <ul style="list-style-type: none"> she tells him to read poetry instead because poems are short 	1		
9	c	<p>Why does Giuseppe actually think that literature is important?</p> <ul style="list-style-type: none"> it helps us remember that there is more to life than work 	1		

Sub Total 20

TOTAL 30

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, should 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]