



**2013 Italian**

**Advanced Higher – Reading and Translation**

**Finalised Marking Instructions**

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## Part One: General Marking Principles for Italian Advanced Higher – Reading and Translation

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 – Reading and Translation

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.

#### 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 SQA. By that date all marked scripts, Mark Sheets and Reports should be returned to the SQA.

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.

<b>Category</b>	<b>Mark</b>	<b>Description</b>
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

**Part Two: Marking Instructions for each Question**

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
1	a	<ul style="list-style-type: none"> <li>• those who are fond of the eating place and go back there regularly</li> <li>• those who come in once out of curiosity but don't go back</li> </ul> <p>(any <b>one</b> from <b>two</b>)</p>	1		
1	b	<ul style="list-style-type: none"> <li>• traditional southern dishes are now available in the north</li> <li>• there are restaurants which specialise in the cooking of other regions</li> <li>• Italians will travel many kilometres to taste ravioli in one particular restaurant</li> </ul> <p>(any <b>two</b> from <b>three</b>)</p>	2		

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
2	a	<ul style="list-style-type: none"> <li>• eating is now a social activity</li> <li>• healthy eating is now important</li> <li>• people are willing to experiment with food</li> <li>• food is heavily featured on TV <u>and in the media</u></li> </ul> <p style="text-align: center;">(any <b>three</b> from <b>four</b>)</p>	<b>3</b>		
2	b	<ul style="list-style-type: none"> <li>• it has become a symbol of the (Italian) way of life</li> <li>• it is a point of reference for healthy eating</li> </ul>	<b>2</b>		

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
3	a	<ul style="list-style-type: none"> <li>thinking about what they eat</li> </ul>	1		
3	b	<ul style="list-style-type: none"> <li>he cooks local produce <u>which is in season</u></li> <li>ingredients should be simple and traditional</li> <li>you should not use expensive and exotic ingredients <u>from other parts of the world</u></li> </ul> <p>(any <b>two</b> from <b>three</b>)</p>	2		
3	c	<ul style="list-style-type: none"> <li>you need to book a year in advance to eat at his restaurant</li> <li>he has been awarded one Michelin star</li> <li>the <u>average</u> price of a meal is thirty euros</li> </ul> <p>(any <b>one</b> from <b>three</b>)</p>	1		

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
4		<ul style="list-style-type: none"> <li>• they go out looking for particular products and dishes</li> <li>• they respect the environment</li> <li>• they are healthier</li> <li>• they rediscover their <u>national identity</u></li> <li>• they are more aware of what they are eating</li> <li>• they enjoy eating</li> <li>• they feel an affinity to the countryside</li> </ul> <p style="text-align: right;">(any <b>four</b> from <b>seven</b>)</p>	4	country	
5	a	<ul style="list-style-type: none"> <li>• it's a busy and expensive city</li> </ul>	1		
5	b	<ul style="list-style-type: none"> <li>• she is the editor of (Pappamondo), a street magazine/newspaper <u>sold by immigrants</u></li> </ul>	1		

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
5	c	<ul style="list-style-type: none"> <li>the number of immigrants has increased</li> <li>more Italians are eating out in ethnic restaurants</li> </ul>	2		
6		<ul style="list-style-type: none"> <li>try to eat healthily</li> <li>choose (very) carefully what to eat</li> <li>choose (high) quality food</li> <li>pay more attention to your health than to taste</li> <li>enjoy your food, eat healthily and socialise with others, all at a reasonable price</li> </ul> <p>(any <b>three</b> from <b>five</b>)</p>	3		

Question	Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
7	<ul style="list-style-type: none"> <li>• article describes new trends in eating out in Italy and shows how traditional and ethnic influences have contributed to these</li> <li>• author outlines two particular trends (slow food and fast food) and examines the social, environmental and historical background to each</li> <li>• style is journalistic, author presents the subject in a balanced and neutral fashion</li> <li>• direct quotation from experts such as Giampaolo Fabris and Sara Ragusa gives the article added liveliness and lends authority to the points the author is making</li> <li>• this direct quotation is interspersed with factual information at regular intervals throughout the article</li> <li>• exemplification is used to reinforce the message being put across, eg account of the restaurant run by David Oldani and his views on food</li> </ul>	7		

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
7		<p>(Cont.)</p> <ul style="list-style-type: none"> <li>the opening paragraph gives a vivid yet concise snapshot of the range of traditional and ethnic eating places, with information about their customers and examples of the varied eating opportunities available; this catches the attention of the reader and encourages further reading of the article</li> <li>the concluding paragraph gives advice to the reader on how to approach eating out – the author now gives her own opinion on the best way to proceed, which contrasts with the neutral tone of the article up until this point</li> </ul>			

### **Pegged Mark Criteria for Question 7 (inferential question)**

- A pegged mark must be awarded only after reference to the specific guidance given above.
- A range of performance is available within each of the criteria.
- A mark of zero will be awarded to a performance which offers no appropriate inferencing skills, as outlined in the criteria for the other pegged marks.

<b>Pegged Marks</b>	<b>Criteria</b>
<b>7</b> <b>OR</b> <b>5</b>	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.
<b>3</b> <b>OR</b> <b>1</b>	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.
<b>0</b>	The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.

**Translation (20 marks)**

**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**

**8. Translate to English:**

**Giampaolo Fabris ha una sua opinione in proposito: ... spendere somme a volte eccessive>>. (lines 107-125)**

**UNIT 1**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>Giampaolo Fabris ha una sua opinione in proposito:</b>	Giampaolo Fabris has his own opinion on the subject:		had

## UNIT 2

TEXT	Accept (2)	(1)	Reject (0)
<<Credo che si tratti di una società che sta diventando multiethnica.	"I believe that we are talking about a society which is becoming multiethnic.		they are talking about has become

## UNIT 3

TEXT	Accept (2)	(1)	Reject (0)
Infatti la cucina etnica è stata storicamente un importante strumento di identità	As a matter of fact ethnic cooking has historically been an important identity factor		instrument/tool of identity the ethnic kitchen

**UNIT 4**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>per i primi immigrati arrivati nel nostro paese;</b>	for the first immigrants who arrived in our country;		arrive/are arriving

**UNIT 5**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>solo in seguito diventa oggetto di una curiosità da parte di un pubblico italiano</b>	it is only later on that it becomes of interest to an Italian public		from part of

**UNIT 6**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>sempre alla ricerca del nuovo, dell'inusuale, del diverso.</b>	who are always looking for something new, unusual and different.		

**UNIT 7**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>Ci si aspetterebbe che siano soprattutto i giovani a frequentare i ristoranti etnici,</b>	You would expect that it would be mainly young people who would go to ethnic restaurants,		

**UNIT 8**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>ma in realtà tanti locali propongono menu raffinati</b>	but in reality many places offer refined menus		local places many locals

**UNIT 9**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>e quindi attraggono una clientela più ricca, matura ed esigente</b>	and so attract a richer, older and more demanding clientele		

**UNIT 10**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>che può permettersi di spendere somme a volte eccessive&gt;&gt;.</b>	who are able to spend sometimes excessive amounts of money."		

[END OF MARKING INSTRUCTIONS]