



2014 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.
- (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 SQA'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.

Category	Mark	Description
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		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.	(a)	<ul style="list-style-type: none"> • give up their holiday or not go on holiday 	1		
1.	(b)	<ul style="list-style-type: none"> • their holiday preferences remain the same • they like to go on holiday to a nearby place where their friends go • they do not want to go on holiday for longer than a week • the holiday should be quiet and without surprises <p style="text-align: right;">(Any two from four)</p>	2	With friends	
1.	(c)	<ul style="list-style-type: none"> • they are lazy and conservative (in their outlook) • they do not speak foreign languages <u>especially English</u> • they want to be independent <u>and so dislike group holidays</u> • they are unable to adapt <u>easily</u> to different <u>customs and ways of eating</u> <p style="text-align: right;">(Any three from four)</p>	3		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
2.	(a)	<ul style="list-style-type: none"> they are advertised on posters <u>displayed all over town</u> 	1		
2.	(b)	<ul style="list-style-type: none"> it tells you that <u>with summer approaching</u> learning English will mean that you can go anywhere on holiday 	1		
2.	(c)	<ul style="list-style-type: none"> prices vary widely OR prices vary from a minimum of 15 euros per hour to a maximum of 60 euros per hour 	1		Prices are a jungle
2.	(d)	<ul style="list-style-type: none"> they do not provide (proper) certification their credibility can (sometimes) be put into question 	2		
3.	(a)	<ul style="list-style-type: none"> mixing up English and Italian words <u>and gestures</u> 	1		
3.	(b)	<ul style="list-style-type: none"> asking to play at flipper instead of pinball asking where a park is instead of a car park asking for a camping instead of a campsite <p style="text-align: center;">(Any one from three)</p>	1		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.	(a)	<ul style="list-style-type: none"> language contains an extraordinary amount of social relationships and values the most important concept is that of respect/beginning with that of respect all aspects of language are exceptionally complex social and cultural errors are more serious in spoken language than missing a subjunctive <p style="text-align: center;">(Any three from four)</p>	3		
4.	(b)	<ul style="list-style-type: none"> a native speaker will excuse us making a linguistic error but not a cultural one making a cultural error can offend people 	2		
4.	(c)	<ul style="list-style-type: none"> the Italian gesture for <i>What the hell do you want?</i> is <u>(very) vulgar</u> the same gesture in Turkey means <i>What an excellent meal!</i> <p>OR</p> <ul style="list-style-type: none"> the Italian gesture for <i>Wait!</i> using an arm waving back and forward would probably offend someone in Saudi Arabia 	2		

Question	Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
5.	<ul style="list-style-type: none"> • people who can (only) speak a foreign language a little • get more pleasure from it than people who can speak well • enjoyment only comes from knowing a thing half-well/only in part 	3	half the things	
6.	<ul style="list-style-type: none"> • Paragraph 1 serves as introduction to article – reader’s attention is caught by vivid picture portrayed in the opening lines of appearance of Italians on holiday – author uses results of survey as a way of highlighting main themes of article – tone and style are light and conversational – use of rhetorical questions gives the impression of dialogue between author and reader – results of survey presented clearly and concisely at end of paragraph by listing principal reasons why Italians dislike going on holiday abroad. • Paragraph 2 introduces immediate change of perspective – author now focuses on those Italians who do decide to holiday abroad and discusses the consequent need to learn a language – remainder of paragraph is factual, author gives concise picture of market for language courses – use of precise figures for costs emphasises informative nature of article – use of English terms to illustrate need to learn language is a neat and humorous way of getting the point across. 	7		

Question	Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
6.	<p>(cont)</p> <ul style="list-style-type: none"> • The function of paragraph 3 is to examine the validity and effectiveness of intensive language courses – entire paragraph is direct quotation from expert in this field – use of direct quotation ensures accuracy and veracity of information being given – the fact that this is the view of an expert lends authority, credibility and academic validity to the passage and helps to convince the reader of the accuracy of the author’s message – expert also presents his opinion in a clear and accessible way by giving an example of what exactly he means. • Paragraph 4 focuses on the linguistic pitfalls to be encountered by the language learner - this provides a balance to the previous paragraph which was largely positive in tone – paragraph commences with a general statement which is then exemplified not once, but three times – this approach is similar to that used in the previous paragraph and is effective as it illustrates the general statement within a realistic context, thereby facilitating the reader’s understanding – the examples also have the added function of instructing and informing the reader of three separate areas of possible miscomprehension. 			

Question	Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
6.	<p>(cont)</p> <ul style="list-style-type: none"> • Paragraph 5 provides an opportunity for the reader to learn in greater depth of the issues already raised in the preceding paragraph – the views of the same expert are again directly quoted and follow on from those expressed in paragraph 3 – once again the use of direct quotation ensures immediacy, veracity and authoritativeness – the same devices of exemplification and illustration are used to good effect to reinforce the message being given – the two examples quoted are also very vivid and immediate (the first has also an element of humour). • The final paragraph is the shortest – this brevity ensures that it stands out clearly from the others and helps its message to be easily and quickly assimilated by the reader – it also introduces a counterbalance to the relative negativity of paragraphs 4 and 5 by telling the reader not to be put off or intimidated by the possibility of making mistakes in the foreign language – this positive message is encapsulated in the short quote from Nietzsche which provides a separate perspective to the expert views already expressed in the passage – the choice of such a famous and well-known philosopher lends credence to the views expressed as well as adding a cultural note – the paragraph also shows the author taking a personal view as it is evident that by including this quote she is in agreement with Nietzsche and wishes to dispel the somewhat pessimistic tone of the expert views expressed previously – the article thus ends on a positive and reassuring note for the reader. 			

Pegged Mark Criteria for Question 6 (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.

Pegged Marks	Criteria
7 OR 5	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.
3 OR 1	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.
0	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 marks

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

7. Translate into English:

“Ma davvero si riesce a imparare . . . con una cultura diversa dalla propria» (lines 62-81)

UNIT 1

TEXT	Accept (2)	(1)	Reject (0)
Ma davvero si riesce a imparare una lingua in poco tempo?	But can you really (manage to) learn a language in a short time?		

UNIT 2

TEXT	Accept (2)	(1)	Reject (0)
Il professor Paolo Bottacchiari, docente di lingue straniere all' Università di Calabria, spiega	Professor Paolo Bottacchiari, lecturer in foreign languages at the University of Calabria explains		

UNIT 3

TEXT	Accept (2)	(1)	Reject (0)
«Secondo i risultati di uno studio da noi condotto,	“According to (the results of) a study which we carried out,		

UNIT 4

TEXT	Accept (2)	(1)	Reject (0)
questi corsi intensivi utilizzati in genere per “emergenze” linguistiche	these intensive courses which are used in general for linguistic ‘emergencies’		emergency linguistics

UNIT 5

TEXT	Accept (2)	(1)	Reject (0)
e proposti in questa stagione a quelli che vanno in vacanza all’ estero	and offered at this time of year to those going on holiday abroad	this season	proposed

UNIT 6

TEXT	Accept (2)	(1)	Reject (0)
funzionano solo se poi si va nel Paese di cui si è studiata la lingua.	work only if you then go to the country whose language you are studying.		Where you studied the language city

UNIT 7

TEXT	Accept (2)	(1)	Reject (0)
Ad esempio, se si frequenta un corso intensive di spagnolo in Italia e poi ci si reca in Spagna,	For example, if you do an intensive Spanish course in Italy and then go to Spain,		

UNIT 8

TEXT	Accept (2)	(1)	Reject (0)
immergendosi totalmente nella vita quotidiana del Paese,	immersing yourself completely in the daily life of the country,		

UNIT 9

TEXT	Accept (2)	(1)	Reject (0)
allora si può ampliare ancora di più la competenza linguistica	then you can increase your linguistic competence even more		amplify

UNIT 10

TEXT	Accept (2)	(1)	Reject (0)
entrando in contatto diretto con una cultura diversa dalla propria».	by coming directly into contact with a different culture from your own”.		

[END OF MARKING INSTRUCTIONS]



2014 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

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

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- Section I – Listening**
- Section II – Discursive Writing**

Part Two: Marking Instructions for each Question

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.		<ul style="list-style-type: none"> in developed countries 	1		
2.		<ul style="list-style-type: none"> excess/eating <u>too much</u> (bad) <u>choices/choosing</u> the wrong sorts of food <p>(accept choice as bad as implied but not in text)</p>	2		
3.		<ul style="list-style-type: none"> normal consumption contains 3-4 times the required amount of <u>protein</u> for children 	2		
4.		<ul style="list-style-type: none"> it contains fats <u>and</u> sugars OR there is not enough fruit <u>and</u> vegetables 	1		
5.		<ul style="list-style-type: none"> from a young age/early age/adolescence/as a baby 	1	end of childhood	
6.	(a)	<ul style="list-style-type: none"> Cereals; fruit; vegetables; milk; dairy products <p style="text-align: center;">(Any four from five)</p>	2		
6.	(b)	<ul style="list-style-type: none"> should be eaten (at least) three times a week 	1		

Part B

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.	(a)	<ul style="list-style-type: none"> it's her turn to pay <u>this time</u>/let me pay <u>this time</u> 	1	she will pay for herself	
1.	(b)	<ul style="list-style-type: none"> because she paid yesterday (and the day before) 	1	might	
1.	(c)	<ul style="list-style-type: none"> she doesn't want <u>too much</u> milk even <u>skimmed</u> milk is too fatty 	2		
2.		<ul style="list-style-type: none"> it depends if it's fresh the <u>bottled</u> juice is full of sugar and/or preservatives it's like eating three chocolate croissants <p style="text-align: right;">(Any two from three)</p>	2		

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3.			<ul style="list-style-type: none"> because she has only had an apple and a yoghurt she has not eaten much <p style="text-align: right;">(Any one from two)</p>	1		
4.			<ul style="list-style-type: none"> it does not necessarily mean eating less/not trying to eat a little it means eating correctly 	2		
5.			<ul style="list-style-type: none"> she says that it's personal she says he should decide she is not his mother he is an adult responsible for his own health <p style="text-align: right;">(Any three from four)</p>	3		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
6.	(a)	<ul style="list-style-type: none"> • he spends (almost) all day sitting down (at a computer or at the desk/window) • he gets up too late to prepare a proper breakfast 	2		
6.	(b)	<ul style="list-style-type: none"> • he is overweight (or too fat) • he has to change his habits (to lose weight) • he (the doctor) is worried about his (Giuseppe's) heart <p style="text-align: right;">(Any two from three)</p>	2		
7.	(a)	<ul style="list-style-type: none"> • he has done well to stop • she has never smoked • it's difficult to stop smoking • some of her friends have tried to stop <u>but were unsuccessful</u> <p style="text-align: right;">(Any two from four)</p>	2		
7.	(b)	<ul style="list-style-type: none"> • they wanted to eat more 	1		
8.		<ul style="list-style-type: none"> • he has already ordered two croissants and <u>it would be a shame to waste them</u> 	1		

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]