



2015 Italian

Advanced Higher - Reading and Translation

Finalised Marking Instructions

© Scottish Qualifications Authority 2015

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 SQA's NQ Assessment team.

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 NQ Assessment team 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.

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.

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.		<ul style="list-style-type: none"> • student blogger who every two minutes checks/how many followers she has on her Twitter account • thirty-year old town dweller who as soon as she has a weekend away/desperately checks for a free connection • people who speak to you without looking at you/because they are checking their Smartphone • technically-minded people who cannot wait to show you/the last fifty apps they have downloaded <p style="text-align: right;">(any two from four)</p>	4		
2.	(a)	<ul style="list-style-type: none"> • switch off your Smartphone 	1		
2.	(b)	<ul style="list-style-type: none"> • <u>checking e-mail on Smartphones</u> can help you to keep on top of things at work • it allows you to be <u>always</u> up to date and to interact in real time. 	2		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
2.	(c)	<ul style="list-style-type: none"> • it can affect personal relationships with family members • you have less mental and physical energy • you are less able to give support to your husband/wife/partner 	3		
3.	(a)	<ul style="list-style-type: none"> • 100 volunteers who were all university students or public sector and business workers 	1		
3.	(b)	<ul style="list-style-type: none"> • he measured their level of stress by simulating vibrations on their Smartphones • and noting how long they took to answer 	2		
3.	(c)	<ul style="list-style-type: none"> • Smartphone users suffer from increased stress OR it becomes increasingly difficult for Smartphone users to eliminate this stress. • the stress prevents them from distinguishing between their own personal and social life and the virtual world 	2		
3.	(d)	<ul style="list-style-type: none"> • they should encourage them to send fewer emails on their Smartphones <u>during working hours</u> • and switch off their Smartphones <u>outside working hours</u> 	2		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.	(a)	<ul style="list-style-type: none"> the majority of cases of <u>acute</u> tiredness (amongst teenagers) is due to the Smartphone being used during the night the probability of becoming very tired over the course of the year is linked to the frequency of use teenagers who use their Smartphone during the night are three times more tired by the end of the year than those who do not teenagers who use their Smartphone during the night are most tired if they use it between midnight and three a.m. <p>(any three from four)</p>	3		
4.	(b)	<ul style="list-style-type: none"> they should insist that their children contact their service provider and tell them to disconnect all their active services 	2		
5.		<ul style="list-style-type: none"> have Smartphones really improved our lives? would it not be better to switch off occasionally from the virtual world? Should we not switch off our Smartphone for at least a few hours each day? <p>(any one from three)</p>	1		

Question	Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
6.	<ul style="list-style-type: none"> • opening paragraph is an excellent introduction to article - reader's attention is caught by four vivid descriptions of people who overuse their Smartphones - each description introduced by c'è so that a repetitive pattern is formed - these descriptions serve as introduction to main themes of article and allow the reader to identify with certain traits which they may have in common with the people being described • tone and style of article are light and conversational - use of rhetorical questions in final paragraph gives impression of dialogue between writer and reader - humour is apparent in the final lines of the article where the writer jokes that we should consider the questions that have been asked while she goes off to check her Twitter account - this element of humour reinforces the fact that we all (along with the writer) are guilty of overusing our phones • the writer gives credence to her message by referring to various academic studies - the use of direct quotation from experts ensures accuracy and veracity of information being given – the fact that these are the views of experts lends authority, credibility and academic validity to the article and helps to convince the reader of the accuracy of the writer's message - experts also present their opinions in their own words in a clear and accessible way 	7		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
6.		<p>(cont)</p> <ul style="list-style-type: none"> the use of precise figures, exemplification and statistics in Jan Van den Bulck's report gives weight to the article and reinforces once again the impression the reader has that this is a formal, serious and precise account of the subject matter <p>the brevity of the final paragraph ensures that it stands out clearly from the others and leaves the reader to ponder over the main questions raised by the article - the element of humour ensures that the article ends on a positive and reassuring note</p>			

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:

“Insomma, questa mania ormai ... potrà essere cambiato qualcosa” (lines 18-38)

UNIT 1

TEXT	Accept (2)	(1)	Reject (0)
Insomma, questa mania ormai è fuori controllo. Non riusciamo più a staccarci	In short, this mania is now out of control. We are no longer able to separate ourselves		

UNIT 2

TEXT	Accept (2)	(1)	Reject (0)
da questi oggettini affascinanti che ci permettono di gestire il lavoro a distanza,	from these fascinating little objects which let us manage our work from a distance,	control	

UNIT 3

TEXT	Accept (2)	(1)	Reject (0)
di essere perennemente in contatto con colleghi e amici	be in constant contact with colleagues and friends.		

UNIT 4

TEXT	Accept (2)	(1)	Reject (0)
e di trovare informazioni su qualsiasi cosa, sempre e ovunque;	and find information on anything, at all times and everywhere;		

UNIT 5

TEXT	Accept (2)	(1)	Reject (0)
dall'altro lato, qualche svantaggio ce l'hanno.	on the other hand, they do have some disadvantages.	many	

UNIT 6

TEXT	Accept (2)	(1)	Reject (0)
Gli esperti lo chiamano “stress da smartphone”;	Experts call it “Smartphone stress”;		

UNIT 7

TEXT	Accept (2)	(1)	Reject (0)
si tratta di una vera ossessione che spinge a controllare continuamente lo smartphone	this is a real obsession which makes you check your Smartphone continually	pushes you deals with	treated

UNIT 8

TEXT	Accept (2)	(1)	Reject (0)
nella speranza di ricevere una e-mail, un messaggio o un aggiornamento di stato da Facebook o Twitter...	in the hope of receiving an e-mail, a message or an update from Facebook or Twitter...		

UNIT 9

TEXT	Accept (2)	(1)	Reject (0)
anche se si sa benissimo che rispetto all'ultima volta che si è controllato	even if you know all too well that just like the last time you checked	fine well	controlled

UNIT 10

TEXT	Accept (2)	(1)	Reject (0)
(circa trenta secondi prima), difficilmente potrà essere cambiato qualcosa.	(about thirty seconds previously), it is highly unlikely that anything has changed.	It is different that	

[END OF MARKING INSTRUCTIONS]



2015 Italian

**Advanced Higher – Listening and Discursive
Writing**

Finalised Marking Instructions

© Scottish Qualifications Authority 2015

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 SQA's NQ Assessment team.

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 NQ Assessment team 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.

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.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

Part Two: Marking Instructions for each Question

Section I – Listening: Part A

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.			<ul style="list-style-type: none"> to save money on the cost of running a car for physical well-being 	2		
2.			<ul style="list-style-type: none"> because of their low environmental impact 	1		
3.			<ul style="list-style-type: none"> they go by foot to places which are (up to) fifteen minutes away 	2		
4.			<ul style="list-style-type: none"> because nearby cars rarely or never stop cars slow down when they see the crossing (on the road) cars only stop when they see the pedestrian's foot on the crossing <p style="text-align: right;">(any two from three)</p>	2		
5.			<ul style="list-style-type: none"> more pedestrian precincts in their cities 	1		

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
6.			<ul style="list-style-type: none"> • 14% never use the lift • 13% always use the lift • (most) people use it when they have to go higher than the second floor <p style="text-align: right;">(any two from three)</p> <p style="text-align: right;">(Sub-total 10 points)</p>	2		

Section I – Listening: Part B

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.		<ul style="list-style-type: none"> because there hadn't been any customers no-one had phoned <p>(any one from two)</p>	1		
2.		<ul style="list-style-type: none"> two roads in the centre were closed (during the rush hour) the diversion (nearly) doubled the amount of traffic the diversion added fifteen minutes to his journey <p>(any two from three)</p>	2		
3.	(a)	<ul style="list-style-type: none"> he always comes to work early to park his car if he is there at 8 a.m. he can find a space near the office today there were no spaces nearby he almost had to go home to find a parking spot <p>(any two from four)</p>	2		
3.	(b)	<ul style="list-style-type: none"> he had to park far away from the office he had to walk for 10 minutes he doesn't drive in order to have to then walk <p>(any one from three)</p>	1		

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.			<ul style="list-style-type: none"> walking to work (instead of driving) 	1		
5.	(a)		<ul style="list-style-type: none"> trekking (rambling, hillwalking) groups environmental groups skiing and cycling (sports) groups <p style="text-align: right;">(any two from three)</p>	2		
5.	(b)		<ul style="list-style-type: none"> people who spend the weekend hillwalking (in the mountains) 	1	climbing (rather than walking)	
5.	(c)		<ul style="list-style-type: none"> they want to change that image (of mountaineering and mountains) there are also groups that organise (open-air) concerts the Giornata Nazionale del Camminare takes place in <u>cities</u> (including Rome) 	3		

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
6.			<ul style="list-style-type: none"> • a significant reduction in traffic • less congestion <u>in the centre</u> • less air pollution • fewer traffic accidents <p>(any three from four)</p>	3		
7.			<ul style="list-style-type: none"> • even a short (20 minute) walk can reduce stress 	1		
8.			<ul style="list-style-type: none"> • there are a lot of streets with no pavement • people in cars (drivers) don't always pay attention • he saw three drivers using mobiles • one driver was very angry and arguing while on the phone • he saw a woman putting on make-up (lipstick) while driving <p>(any two from five)</p>	2		
9.			<ul style="list-style-type: none"> • she is able to enjoy (the beauty of) the city (more) <p>(Sub-total 20 points) (Total 30 points)</p>	1	"see" the city	

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]