



**2015 Italian**

**Intermediate 2 Reading**

**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 Intermediate 2 Reading**

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 Intermediate 2 Reading**

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.

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

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.	(a)	<ul style="list-style-type: none"> <li>Choose a journey that's not too difficult</li> <li>The best trip/the route/it allows you to chat with your friends</li> <li>The best trip/the route/it allows you to have a lovely ride</li> </ul> <p style="text-align: right;"><b>(Any 2)</b></p>	<b>2</b>		
1.	(b)	<ul style="list-style-type: none"> <li>Must be at the right height</li> <li>You could get a sore back</li> </ul> <p style="text-align: right;"><b>(Any 1)</b></p>	<b>1</b>		"saddle can be fairly high"
1.	(c)	<ul style="list-style-type: none"> <li>Use your bike as often as possible</li> <li>Use your bike to get to work</li> <li>Try to do longer (and longer) journeys</li> </ul> <p style="text-align: right;"><b>(Any 2)</b></p>	<b>2</b>	"look after your lungs"	"long journeys"

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
2.	(a)	<ul style="list-style-type: none"> <li>• Search/look for/find lots of information (on all subjects)</li> <li>• Share ideas</li> <li>• Download content that interests you/of interest</li> </ul> <p style="text-align: right;"><b>(Any 2)</b></p>	<b>2</b>		“share downloads”
2.	(b)	<ul style="list-style-type: none"> <li>• To see how other students/help to solve maths problems</li> <li>• To read other people’s opinions on literature</li> </ul>	<b>2</b>		
2.	(c)	<ul style="list-style-type: none"> <li>• To earn money</li> <li>• To sell notes/dissertations/essays</li> </ul> <p style="text-align: right;"><b>(Any 1)</b></p>	<b>1</b>		“to win money”

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3.	(a)		<ul style="list-style-type: none"> <li>Pack the day before she leaves</li> </ul>	1		
3.	(b)		<ul style="list-style-type: none"> <li>She forgot her sunglasses/left her sunglasses at home</li> </ul>	1		
3.	(c)		<ul style="list-style-type: none"> <li>Goes into town to buy all the things she will need</li> </ul>	1		
3.	(d)	(i)	<ul style="list-style-type: none"> <li>She prefers to do what she wants</li> </ul>	1		
3.	(d)	(ii)	<ul style="list-style-type: none"> <li>She only has time to read one book</li> </ul>	1		“she likes to read one book at a time”

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.	(a)	<ul style="list-style-type: none"> <li>One of the most admired tennis players in the world/she is admired (as a tennis player) throughout/by the world</li> <li>Has written a (very) successful autobiography</li> <li>Is an excellent cook/chef</li> </ul> <p style="text-align: right;"><b>(Any 2)</b></p>	<b>2</b>		“about her great success”
4.	(b)	<ul style="list-style-type: none"> <li>She doesn't give in (when faced with problems)</li> <li>She manages to/succeeds in facing her fears</li> <li>Always tries her hardest/to give everything/does her best</li> </ul> <p style="text-align: right;"><b>(Any 2)</b></p>	<b>2</b>		
4.	(c)	<ul style="list-style-type: none"> <li>Born into a family with tennis in their blood</li> <li>Everyone/they all played tennis (except the cat)</li> <li>Her father gave her a racket when she was 5</li> </ul> <p style="text-align: right;"><b>(Any 1)</b></p>	<b>1</b>		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.	(d)	<ul style="list-style-type: none"> <li>• She is always at/finds herself at tournaments in hot countries</li> <li>• She seems to live in a permanent summer</li> </ul> <p style="text-align: right;"><b>(Any 1)</b></p>	<b>1</b>		
4.	(e)	<ul style="list-style-type: none"> <li>• She spends two months a year there</li> <li>• She rents it</li> <li>• It is already furnished</li> <li>• She personalised it with photos/memories/reminders of her family</li> </ul> <p style="text-align: right;"><b>(Any 2)</b></p>	<b>2</b>		“she rents furniture”
4.	(f)	<ul style="list-style-type: none"> <li>• Has had a passion for it since she was a child</li> <li>• She always asked her parents for a horse at Christmas</li> <li>• Her parents never gave her a horse/she never got one</li> </ul> <p style="text-align: right;"><b>(Any 1)</b></p>	<b>1</b>		

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.	(g)	(i)	<ul style="list-style-type: none"> <li>• Tries the cooking/food of other countries</li> <li>• Has got used to things she didn't like before</li> </ul> <p style="text-align: right;"><b>(Any 1)</b></p>	<b>1</b>		
4.	(g)	(ii)	<ul style="list-style-type: none"> <li>• She misses her mother's cooking/doesn't get her mum's lasagne</li> </ul>	<b>1</b>	"kitchen"	
4.	(h)		<ul style="list-style-type: none"> <li>• To stop playing (in time) to be a mother/to be a mother when she is still young</li> <li>• Tour the world</li> </ul>	<b>2</b>		
4.	(i)		<ul style="list-style-type: none"> <li>• The people are ready to help/are helpful</li> <li>• Transport is reliable (especially at night)</li> </ul>	<b>2</b>		

[END OF MARKING INSTRUCTIONS]



**2015 Italian**

**Intermediate 2 Listening**

**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 Intermediate 2 Listening**

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 Intermediate 2 Listening**

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.

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

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.	(a)	<ul style="list-style-type: none"> <li>She is (a bit) shy/timid/(very) determined/has/both have lots of energy</li> </ul> <p style="text-align: right;"><b>(Any 1)</b></p>	<b>1</b>		
1.	(b)	<ul style="list-style-type: none"> <li>She sees her father/her father is at/comes home</li> </ul>	<b>1</b>		She and Dad like to visit Rome
1.	(c)	<ul style="list-style-type: none"> <li>It's a satisfying job</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>It pays well/is a well-paid job</li> </ul> <p style="text-align: right;"><b>(Any 1)</b></p>	<b>1</b>		Finds the work interesting So he could work in Naples
1.	(d)	<ul style="list-style-type: none"> <li>She sold her house</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>She decided to come to live with them/at their house/she moved into Lorenza's house</li> </ul> <p style="text-align: right;"><b>(Any 1)</b></p>	<b>1</b>		She moved house

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.	(e)	<ul style="list-style-type: none"> <li>• They (love to) cook (together)</li> <li>• They (love to) prepare cakes/dessert/sweets (together)</li> <li>• She has (very) modern <u>ideas</u>/for a seventy-year old she is (quite/very) modern</li> <li>• She helps her (a lot)/can speak to her if she has a problem/she is always there for her problems</li> </ul> <p style="text-align: right;"><b>(Any 2)</b></p>	<b>2</b>		dishes

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
2.	(a)	<ul style="list-style-type: none"> <li>• A commercial/business school</li> <li>• (Very) old</li> <li>• Mixed school/for boys and girls</li> </ul> <p style="text-align: right;"><b>(Any 2)</b></p>	<b>2</b>		
2.	(b)	<ul style="list-style-type: none"> <li>• They are (most) useful for his job/work/career</li> </ul>	<b>1</b>		Important for Needed for
2.	(c)	<ul style="list-style-type: none"> <li>• (All) his subjects interested him</li> <li>• His teachers helped him( a lot)</li> <li>• He was motivated</li> <li>• He wanted a (good) job in tourism</li> </ul> <p style="text-align: right;"><b>(Any 2)</b></p>	<b>2</b>		The teachers were good
2.	(d)	<ul style="list-style-type: none"> <li>• There weren't enough computers</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• There was only one computer to every 40 pupils</li> </ul>	<b>1</b>		No computers
2.	(e)	<ul style="list-style-type: none"> <li>• (In mornings) stayed in bed/slept in( till late)</li> <li>• (In afternoons) went to open air pool/swim outside/ pool near his house</li> </ul>	<b>2</b>		Stayed at home

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3.	(a)	<ul style="list-style-type: none"> <li>Had a cultural holiday in Tuscany/Florence/went on holiday with a group of university friends</li> </ul>	1		
3.	(b)	They wanted to visit other cities/towns/other parts of the region	1		Visit the city
3.	(c)	<ul style="list-style-type: none"> <li>Had to have breakfast in the room</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>There was no dining room</li> </ul>	1		
3.	(d)	<ul style="list-style-type: none"> <li>Find a job</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>Earn some money</li> </ul>	1		
3.	(e)	<ul style="list-style-type: none"> <li>Works as/is a shop assistant/works the till in a shop/works in a grocer's/food shop/ general store</li> </ul>	1		
3.	(f)	<ul style="list-style-type: none"> <li>Gives private English lessons/gives English lessons to children from primary school</li> </ul>	1		

[END OF MARKING INSTRUCTIONS]



**2015 Italian**

**Intermediate 2 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 Intermediate 2 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 Intermediate 2 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.

Task:	Letter of application for a job abroad, including information specified in a number of bullet points.
Assessment Process:	<ol style="list-style-type: none"><li>1 With reference to <i>Content, Accuracy and Language Resource</i>, assess the overall quality of the response and allocate it to a pegged mark.</li><li>2 Check that all 5 unavoidable bullet points have been addressed. (There are 7 bullets, 2 of which include the words “if any” and will not incur penalties if omitted.)</li><li>3 Deduct 2 marks (ie single marks, not pegged ones) for each bullet not addressed, up to a maximum of 2 bullets. If 3 or more bullets have not been addressed, the mark must be 0.</li></ol>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	20	<ul style="list-style-type: none"> <li>• All five compulsory areas are covered fully, in a balanced way, including some complex sentences.</li> <li>• Candidates cover the initial bullet points very correctly and competently but also provide detailed information in response to the later bullet points, which are specific to the job advert in question.</li> <li>• A range of verbs/verb forms, tenses and constructions is used.</li> <li>• Overall this comes over as a competent, well thought-out and serious application for a job.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate handles all aspects of grammar and spelling accurately, although the language may contain 1 or 2 minor errors.</li> <li>• Where the candidate attempts to use language more appropriate to Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate is comfortable with the first person of the verb and generally uses a different verb or verb form in each sentence.</li> <li>• Some modal verbs and infinitives may be used, especially at Bullet Point (BP) 5.</li> <li>• There is good use of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order.</li> <li>• The candidate uses co-ordinating conjunctions and/or subordinate clauses, especially from BP 3.</li> <li>• The language flows well.</li> </ul>
Good	16	<ul style="list-style-type: none"> <li>• All five compulsory tasks are addressed, perhaps mainly using less complex sentences.</li> <li>• The responses to bullet points 4 and 5 may be thin, although earlier points are dealt with in some detail.</li> <li>• The candidate uses a reasonable range of verbs/verb forms.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate handles verbs accurately but simply.</li> <li>• There are some errors in spelling, adjective endings and, where relevant, case endings.</li> <li>• Use of accents is less secure.</li> <li>• Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately.</li> <li>• There may be one or two examples of inappropriately selected vocabulary, especially in the later bullet points.</li> </ul>	<ul style="list-style-type: none"> <li>• There may be repetition of verbs.</li> <li>• Where relevant, word order is simple.</li> <li>• There may be examples of listing, in particular at BP 3, without further amplification.</li> <li>• There may be one or two examples of a co-ordinating conjunction, but most sentences are simple sentences.</li> <li>• The candidate keeps to more basic vocabulary and structures in the final two bullet points and may only ask for one piece of information eg How much will I earn?</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	12	<ul style="list-style-type: none"> <li>The candidate uses mainly simple, basic sentences.</li> <li>The language is fairly repetitive and uses a limited range of verbs and fixed phrases, eg <i>I like; I go; I play</i>.</li> <li>Area 4 (reasons for application) may be covered in a rather vague manner.</li> <li>Area 5 (questions) may be addressed either with a general question or one single specific question, frequently about money or time off.</li> </ul>	<ul style="list-style-type: none"> <li>The verbs are generally correct, but basic.</li> <li>There are quite a few errors in other parts of speech – gender of nouns, cases, singular/plural confusion.</li> <li>Prepositions may be missing eg <i>I go the town</i>.</li> <li>While the language may be reasonably accurate in the first three areas, in the remaining two, control of the language structure may deteriorate significantly.</li> <li>Overall, there is more correct than incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate copes with the first and third person of a few verbs.</li> <li>A limited range of verbs are used on a number of occasions.</li> <li>Sentences are basic and mainly brief.</li> <li>There is minimal use of adjectives, probably mainly after “is” eg <i>Chemistry is interesting</i>.</li> <li>The candidate has a weak knowledge of plurals.</li> <li>There may be several spelling errors eg reversal of vowel combinations.</li> </ul>
Un-satisfactory	8	<ul style="list-style-type: none"> <li>The content is basic.</li> <li>The language is repetitive, eg <i>I like, I go, I play</i> may feature several times within one area.</li> <li>As far as content is concerned, there may be little difference between Satisfactory and Unsatisfactory.</li> <li>While the language used to address BP 1 and 2 is reasonably accurate, serious errors appear during BP 3.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to form tenses is inconsistent.</li> <li>There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion.</li> <li>Several errors are serious, perhaps showing mother tongue interference.</li> <li>There may be one sentence which is not intelligible to a sympathetic native speaker.</li> <li>The final two areas may be very weak.</li> <li>Overall, there is more incorrect than correct.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate copes mainly only with the personal language required at BP 1 and 2.</li> <li>The verbs “is” and “study” may also be used correctly.</li> <li>Sentences are basic.</li> <li>An English word may appear in the writing.</li> <li>There may be an example of serious dictionary misuse.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	4	<ul style="list-style-type: none"> <li>The content and language are very basic.</li> </ul>	<ul style="list-style-type: none"> <li>Many of the verbs are incorrect.</li> <li>There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion.</li> <li>Prepositions are not used.</li> <li>The language is probably inaccurate throughout the writing.</li> <li>Three or four sentences may not be understood by a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate cannot cope with more than 1 or 2 basic verbs.</li> <li>The candidate displays almost no knowledge of the present tense of verbs.</li> <li>Verbs used more than once may be written differently on each occasion.</li> <li>Sentences are very short.</li> <li>The candidate has a very limited vocabulary.</li> <li>Several English words may appear in the writing.</li> <li>There are examples of serious dictionary misuse.</li> </ul>
Very Poor	0	<ul style="list-style-type: none"> <li>The content is very basic</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>The candidate has not completed at least three of the core bullet points.</li> </ul>	<ul style="list-style-type: none"> <li>(Virtually) nothing is correct.</li> <li>Most of the errors are serious.</li> <li>Very little is intelligible to a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate copes only with “have” and “am”.</li> <li>Very few words are correctly written in the foreign language.</li> <li>English words are used.</li> <li>There may be several examples of mother tongue interference.</li> <li>There may be several examples of serious dictionary misuse.</li> </ul>

<b>What if ...?</b>	
the candidate has failed to copy out the introductory section or has not adapted it to the correct gender?	Pay minimal attention to this. However, it is an initial indication that the candidate probably will not attain the top mark.
three bullet points fit into one category but two others are in the next, lower category?	<p>This is often an indication that you would award the higher category.</p> <p>However, it may be wise to consider which bullet points are better. If the better sections include the first and second bullet points, which are more basic, you are less likely to be generous than if the final bullet points were of a better quality. You must look carefully at the quality of the candidate's work and then come to a decision. When in doubt give the candidate the benefit of the doubt.</p>
the candidate very clearly is applying for an entirely different job to the one on the examination paper?	<p>The maximum award which can be given is 8/20, if the language is considered to be worth 12 or more.</p> <p>If the language is assessed at 8, award the mark 4.</p> <p>Otherwise, award 0.</p>

[END OF MARKING INSTRUCTIONS]