



National
Qualifications
2016

2016 Italian Reading and Translation

Advanced Higher

Finalised Marking Instructions

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General Marking Principles for Advanced Higher Italian 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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) 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.
- (d) Award a mark to each answer. Marks are not transferable between questions.
- (e) The marks available in this Paper are as follows:
 - (i) The first set of questions (worth 23 marks) in Section 1 requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-4 marks.
 - (ii) The last question in Section 1 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 7 marks available for full reference to the text and detailed comment. Pegged marks of 5/3/1 are given for degrees of reference to the text and comment. 0 marks will be given where candidates show little or no inferential skills or understanding of the overall purpose of the text.
 - (iii) Section 2 is the translation question (worth 20 marks). For this question candidates must translate the underlined section of the text. The section for translation will be divided into 10 sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (f) For questions that ask candidates to ‘state’ or ‘give’, candidates must give a brief, accurate response/name.
- (g) We use the term “or any other acceptable answer” to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate’s answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

Detailed Marking Instructions for each Question

Section 1 - Reading

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)	<ul style="list-style-type: none"> • They are exasperated and tired by the bad example shown by politicians/the ruling class • They regard politics as being a separate world where corruption and personal interest reign supreme • They believe that politicians only take care of their own interests and not those of others • They often say that politicians are all crooks and that politics is a dirty business <p>(Any 2 from 4)</p>	2	
	(b)	<ul style="list-style-type: none"> • 71% of young people never take any notice of politics • Only 24% of young people have listened to political debates over the last year <p>(Any 1 from 2)</p>	1	Are not informed about
2.		<ul style="list-style-type: none"> • Politics involves us all and young people cannot remain indifferent to it • Young people have to reconnect with politics • Politics involves looking to the future and young people are its future • All young people believe in sound values, in genuine, honest politics which listens to people and their problems • Young people must live the present to the full if they are to hope for a better future <p>(Any 3 from 5)</p>	3	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
3.	(a)	<ul style="list-style-type: none"> • Its aim was to increase the participation of young people in political life • It asked young people to draw up a proposal for a new law of their own choice 	2	the elaboration of a bill
	(b)	<ul style="list-style-type: none"> • One million six hundred thousand young people voted online to choose a proposal (for a law) to be put forward to Parliament • <u>Over</u> seventy-four thousand young people from six thousand different municipalities signed backing the proposal for the new law 	2	children/kids
	(c)	<ul style="list-style-type: none"> • In order to present the proposal to Parliament fifty thousand valid signatures had to be gathered within six months • The House of Deputies only received forty-two thousand signatures • Many of the signatures were never received or arrived late because of bureaucratic reasons 	3	
4.	(a)	<ul style="list-style-type: none"> • They are used to generate ideas • They are used to construct a common political identity • They are used to get information on political issues • They are used to follow candidates and parties • They are used to sign petitions • They are used to mobilise people when it's time to act <p>(Any 3 from 6)</p>	3	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(b)	<ul style="list-style-type: none"> Technology is the guiding force for young people 	1	Technology is led by young people
	(c)	<ul style="list-style-type: none"> You only have to go on Facebook or online forums to be amazed at the number of political posts written by young people The main news stories of the day as reported by online daily newspapers lead young people to express their own political opinions Messages exchanged by young people show a strong political awareness 	3	Arguments of the day
5.	(a)	<ul style="list-style-type: none"> In the USA more than two thirds of young people search online for news on current events and politics 	1	
	(b)	<ul style="list-style-type: none"> Young people are constantly paying attention to politics They also share a desire to strive together for a better society 	2	To pledge A desire to share commitments

Question		Expected Answer(s)	Max Mark	Additional Guidance	
6.		<ul style="list-style-type: none"> The overall aims and objectives of the article are to give an overview of the attitude of young Italians (as well as young people in general) towards politics. The main reasons for the disinterest of some young people are listed but it is made clear that there are still many who are actively involved in politics. The article also gives an account of a major initiative that took place to encourage others to participate and demonstrates that the way to do this in future is to harness the power of the Internet and online media such as Facebook and Twitter. The reader's attention is immediately caught by the opening sentence which is a quotation in direct speech. This leads immediately to a short analysis of the main issues which is backed up by statistics. The writer then quotes from an interview with one young person actively engaged in politics and goes on to give a historical account of one major initiative to involve young people in politics, taking care to provide a good level of detail by means of precise facts and figures. The issue of young people accessing politics via the Internet occupies the remainder of the passage, with the writer directly quoting an expert view and providing more statistics. This leads to a final paragraph where the writer arrives at her conclusions and indicates what she believes to be the way ahead. 	7	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 Expected answers column, or any other equally appropriate response.
				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.

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<ul style="list-style-type: none"> • The style of the article is journalistic and the tone is serious, but the writer makes an effort to engage and maintain our attention by devices such as direct speech quotations, either directly quoted by the writer herself or contained in the views and evidence given by Arianna and Giuseppe De Rita. This use of direct quotation ensures the accuracy and veracity of the information being given, while the fact that the views of both a practitioner and an academic are reported give the article balance as well as ensuring its authority and credibility. The individuals quoted also present their opinions in their own words and in a clear and accessible way. • The use of precise figures and statistics 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. • The writer tries to be positive in her treatment of her subject. She leaves us to draw our own conclusions but her own opinion is clearly inferred in the last paragraph, which is also effective insofar as she involves us in the discussion through her use of such phrases as “Possiamo quindi giungere alla conclusione” and “Vogliamo anche sperare”. In all, the writer succeeds in providing a balanced, readable and informative examination of her subject. 		

Section 2 - Translation

Question	Expected Response(s)	Max Mark	Additional Guidance
7	<p><u>Translation</u></p> <p>“Possiamo quindi giungere alla conclusione . . . anche nel mondo reale.”</p>	20	<p>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.</p> <p>2 - Good: Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English</p> <p>1 - Satisfactory: 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</p> <p>0 - Unsatisfactory: The candidate fails to demonstrate sufficient understanding of the essential information.</p>

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
Unit 1 Possiamo quindi giungere alla conclusione	We can therefore arrive at the conclusion		
Unit 2 che è necessario cambiare le regole tradizionali della politica.	that it is necessary to change the traditional rules of politics.		
Unit 3 Occorre coinvolgere nella politica quei giovani che hanno nuove idee	We have to involve in politics those young people who have new ideas	it is needed/necessary it requires	
Unit 4 ma che non usano media tradizionali come giornali e riviste.	but do not use traditional media such as newspapers and magazines.		
Unit 5 Internet e le nuove tecnologie offrono ottime occasioni per chi sa	The Internet and new technology offer excellent opportunities for people who know	occasions	

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
Unit 6 sfruttare al massimo le potenzialità enormi che possono fornire.	how to take full advantage of the enormous potential they can provide.	potentials	
Unit 7 La possibilità di mettersi in rete con coloro che la pensano come te	The possibility of communicating online with like-minded people		
Unit 8 (anche se fisicamente distanti) è un'opportunità che non può essere sprecata.	(even if they are physically distant from you) is an opportunity that cannot be wasted.		
Unit 9 Vogliamo anche sperare che l'abitudine di postare la propria opinione sui social network	We would also like to hope that the habit of posting opinions on social network sites		
Unit 10 si traduca nell'esprimere senza paura il proprio pensiero anche nel mondo reale.	will lead to people expressing their views fearlessly also in the real world.		

[END OF MARKING INSTRUCTIONS]



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2016 Italian Listening and Discursive Writing

Advanced Higher

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General Marking Principles for Advanced Higher Italian: 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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) 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.
- (d) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (e) The marks available in this Paper are as follows:
 - (i) The first set of questions from Item 1 (worth 9 marks) and all questions from Item 2 require candidates to provide answers based on comprehension of information from the passage. The marks available for each question generally range between 1-3 marks.
 - (ii) The last question from Item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper three answer options are given. The candidate writes their chosen option in the answer booklet. Where a candidate writes two or all three options award zero marks.
- (f) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.
- (g) The Marking Instructions indicate the essential idea that a candidate should provide for each answer. We use the term "or any other acceptable answer" to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

Detailed Marking Instructions: Listening

Item 1

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)	<ul style="list-style-type: none"> In the 70's/since the 70's 	1	
	(b)	<ul style="list-style-type: none"> Single parent families Couples that have remarried/married twice Couples that live together without being married <p>Any 2 from 3</p>	2	
	(c)	<ul style="list-style-type: none"> (Around) 7 million 	1	
	(d)	<ul style="list-style-type: none"> The loss of influence of religion in the lives of the Italian people The growing number of women in the world of work 	2	
	(e)	<ul style="list-style-type: none"> Family ties remain central in the lives of the Italian people 	1	
	(f)	<ul style="list-style-type: none"> The family in which they were born The family that they have built 	2	
	(g)	<ul style="list-style-type: none"> 2 - To show that family is still important in the lives of many Italians 	1	

Item 2

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
2.	(a)	<ul style="list-style-type: none"> • She has an appointment with the florist to choose flowers 	1	
	(b)	<ul style="list-style-type: none"> • He didn't know that she was divorced 	1	
	(c)	<ul style="list-style-type: none"> • She wanted to become a doctor • She was good at scientific subjects at school 	2	
	(d)	<ul style="list-style-type: none"> • She put her studies on hold (in order to look after her daughter) • She found a part-time job as she had bills and a mortgage to pay • Maintaining a child is a big expense <p>Any 2 from 3</p>	2	
	(e)	<ul style="list-style-type: none"> • At the start it was hard for her • As divorce is now a common thing (and many of her friends live in separated families) she didn't feel different • She adapted quite easily in the end 	3	
	(f)	(i) <ul style="list-style-type: none"> • He thinks that it's <u>disappearing</u> 	1	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(ii)	<ul style="list-style-type: none"> No, she thinks he is exaggerating Just because people separate, divorce or decide to have children or live together without getting married doesn't mean that the family ceases to exist We should start getting used to a type of family that is a bit different (a modern family) For her the most important thing is being happy when together, to help each other, to share the good and the bad times <p>Any 3 from 4</p>	3	
	(g)	<ul style="list-style-type: none"> What does your daughter think of you getting married? 	1	
	(h)	<ul style="list-style-type: none"> She likes her own independence She wants to travel and experience different things She wants to graduate She wants to start a career before thinking about marriage <p>Any 3 from 4</p>	3	
	(i)	<ul style="list-style-type: none"> His son is 32 and though he has been in a relationship for a while he has no intention of getting married The idea of becoming a husband or a father scares him 	2	
	(j)	<ul style="list-style-type: none"> As time goes by society evolves and changes (and she is convinced it is changing for the best) 	1	

General Marking Principles for Advanced Higher Italian: 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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) 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.
- (d) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression.
Three main aspects of the piece of writing should be considered:
 - (i) Content
 - (ii) Accuracy
 - (iii) Language resource - variety, range, structures
- (e) Using the pegged marks table, the marker should first select the row of the table in which the descriptors most closely match the candidate's piece of writing. Once that row has been identified, the assessor should follow this guidance:
 - If the evidence largely matches the descriptors across all of the aspects of the work, award the higher of the two available marks
 - If the evidence largely matches the descriptors across most of the aspects of the work, award the lower of the two marks available
- (f) If markers are in doubt about which of two adjacent rows to select: select the upper row and award the lower pegged mark in that row.
- (g) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.
- (h) Candidates are instructed to write 250-300 words. The general and detailed marking instructions should be applied even where the length of the piece of writing falls outside this range.

Detailed Marking Instructions - Discursive Writing

Mark	Content	Accuracy	Language resource: variety, range, structures
40 or 36	<ul style="list-style-type: none"> • The essay is well structured and all aspects are relevant to the title • The topic is addressed fully, in a balanced way • Overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally 	<ul style="list-style-type: none"> • The language is characterised by a high degree of accuracy and may show some flair. • A comprehensive range of verbs is used accurately and tenses are consistent and accurate • There is evidence of confident handling of all aspects of grammar and spelling • Some minor errors need not detract from the overall very good impression 	<ul style="list-style-type: none"> • The language used is mostly complex and sophisticated • There is a wide range of structures and vocabulary appropriate to Advanced Higher • There is a comprehensive range of verbs/verb forms and tenses • There is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order • There is extensive use of co-ordinating conjunctions and subordinate clauses throughout the writing • The language flows well and ideas and opinions are expressed effectively

Mark	Content	Accuracy	Language resource: variety, range, structures
32 or 28	<ul style="list-style-type: none"> • The essay has a good sense of structure and most aspects are relevant to the title • The topic is addressed well • The content is clear and well thought out 	<ul style="list-style-type: none"> • The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher • A range of verbs is used accurately and tenses are generally consistent and accurate • Other parts of speech are used accurately • There are few serious errors in spelling and/or punctuation 	<ul style="list-style-type: none"> • The language used is generally complex and sophisticated • Contains a good range of vocabulary and structures appropriate to Advanced Higher • The candidate uses a good range of verbs/ verb forms and tenses • There is good use of co-ordinating conjunctions and subordinate clauses throughout the writing • Ideas and opinions are expressed effectively
24 or 20	<ul style="list-style-type: none"> • The essay has some sense of structure and most aspects have some relevance to the title • The topic is addressed adequately • The content is mostly clear 	<ul style="list-style-type: none"> • The less complex language may be mostly accurate. However, in places, where the candidate attempts to use complex and sophisticated language, this may be less successful • The verbs are generally correct, but the range of verbs and tenses is limited • Spelling and punctuation are generally correct but there may be a few errors in some parts of speech - personal pronouns, gender of nouns, adjective endings, cases, singular/ plural confusion • Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses 	<ul style="list-style-type: none"> • There are some examples of complex and sophisticated language • Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher • There is a limited range of verbs/verb forms and tenses • There are some successful attempts to use co-ordinating conjunctions and subordinate clauses. • Ideas and opinions are expressed adequately • There is some dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
16 or 12	<ul style="list-style-type: none"> • The essay is lacking in structure and less than half of the aspects have any relevance to the title • The topic is addressed but in a limited way • The content is limited and may be presented as a single paragraph 	<ul style="list-style-type: none"> • The language is insufficiently accurate to convey meaning clearly and consistently • Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs • Although basic structures are used accurately, control of the language structure at times deteriorates significantly • There are errors in other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order. Several errors are serious • Overall there is more incorrect than correct 	<ul style="list-style-type: none"> • There is limited use of complex and sophisticated language • Contains a limited range of vocabulary and/or structures appropriate to Advanced Higher • There is inconsistency in the use of verbs/verb forms and tenses • There are few successful attempts to use co-ordinating conjunctions and subordinate clauses • There may be examples of unidiomatic translation from English and/or examples of dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
8 or 4	<ul style="list-style-type: none"> • The essay is unstructured and few aspects are relevant to the title • The topic is not fully addressed • The content is very limited 	<ul style="list-style-type: none"> • The language is almost completely inaccurate throughout the writing and there is little control of language structure • Most of the verbs are incorrect. There is little evidence of tense control • Most basic structures are not used accurately and control of the language structure generally deteriorates significantly • There are frequent errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/ plural confusion, prepositions. Overall there is more incorrect than correct 	<ul style="list-style-type: none"> • There is little use, if any, of complex and sophisticated language • The essay contains a very limited range of vocabulary and structures appropriate to Advanced Higher • The candidate may not cope with more than one or two basic verbs/verb forms and tenses • Some sentences may not be understood by a sympathetic native speaker • There are examples of mother tongue interference and serious dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
0	<ul style="list-style-type: none"> • The essay is unstructured and/or irrelevant • The candidate is unable to address the topic 	<ul style="list-style-type: none"> • The language is seriously inaccurate throughout the writing and there is almost no control of language structure • Very few words are written correctly in the modern language 	<ul style="list-style-type: none"> • There is no evidence of complex and sophisticated language • There may be several examples of mother tongue interference • Very little is intelligible to a sympathetic native speaker • There may be several examples of serious dictionary misuse

[END OF MARKING INSTRUCTIONS]