



National
Qualifications
2018

2018 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) Award a mark to each answer. Marks are not transferable between questions.
- (d) 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.
- (e) 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.		<ul style="list-style-type: none"> • <u>One of</u> the largest annual internal migrations of the Italian population commences • <u>Around</u> 700 thousand students start moving • <u>Most</u> students move from the South of Italy to the North/very few move from the North to the South <p>(Any 2 from 3)</p>	2	
2.	(a)	<ul style="list-style-type: none"> • Don't trust anyone • Change your underwear everyday • Make sure that the gas/hobs is/are turned off and door is locked (before you go to bed) <p>(Any 1 from 3)</p>	1	
	(b)	<ul style="list-style-type: none"> • The mothers would normally buy the groceries <u>and</u> cook the lunch/dinner 	1	
3.		<ul style="list-style-type: none"> • (What once used to be) a traditional well-balanced diet • Turns into one made up of pasta, chips, biscuits and mayonnaise 	2	

Question		Expected answer(s)	Max mark	Unacceptable answers
4.		<ul style="list-style-type: none"> • They leave behind friends, girlfriend, boyfriend, their family (and a new life starts) • They have to deal with and pay <u>high</u> rents, university fees, books, food and transport • It costs a lot to live by yourself, <u>almost</u> 7000 euros a year more • The economic crisis could make the situation (even) worse • Is it worthwhile for average income families to make sacrifices to allow their children to study elsewhere <p>(Any 4 from 5)</p>	4	University taxes
5.	(a)	<ul style="list-style-type: none"> • It means you have chosen the best university for your studies • The probability of your family living near to a famous university is low • Finding the top university for their course of study will ultimately help students in their future careers (even though it means moving away from home) 	3	
	(b)	<ul style="list-style-type: none"> • (Very) few universities in Italy give young people the necessary information in order to help them choose the best university • Universities abroad publish the percentages of students graduating from each university that have found employment • Universities abroad publish details of the (average) salaries paid to graduates • Students are certain that their initial investment will be worthwhile <p>(Any 2 from 4)</p>	2	

Question		Expected answer(s)	Max mark	Unacceptable answers
	(c)	<ul style="list-style-type: none"> • Living away from home leads to personal/inner growth • Those that have lived away from home develop social skills that allow them to relate to others with greater ease • These personality traits enrich a person and will always come in useful in the world of work • (Normally) employers perceive this acquired maturity <p>(Any 3 from 4)</p>	3	

Question		Expected answer(s)	Max mark	Unacceptable answers
6.	(a)	<ul style="list-style-type: none"> • The state should offer loans that are proportional to students' incomes and not at fixed rates amounts • If (initially) their incomes are low, they only pay back a smaller amount • Young people between the ages of 22-30 that have left home should have a <u>monthly</u> allowance of 200 euros to help with rent and monthly cost of living • The main objective of this is to encourage students (to move away from home and) to study away from their own city 	4	
	(b)	<ul style="list-style-type: none"> • In a period of economic crisis like this, if a country does not invest in its people it might as well just shut up shop 	1	

Question		Expected answer(s)	Max mark	Additional guidance									
7.		<ul style="list-style-type: none"> The overall purpose of the passage is to outline some of the challenges that a student studying away from home might encounter, for example their changes in eating habits, their difficulties with cooking/buying a proper meal and to highlight the poor student mobility across Italy, with the writer suggesting various solutions to this problem. She comes to the conclusion that student mobility should be encouraged and debates the various issues involved. The opening paragraph presents a short scenario of what happens each year when students leave home for university. The paragraph's brevity wets the appetite of the reader who is thus encouraged to read on. The second paragraph then presents a lively, vivid and anecdotal account of a typical Italian household in this situation. Humour is evident in the imaginary dialogue between a mother and her son and is achieved by illustrating the difference between home and away-student diets in order to highlight the latter's poor eating habits. This dialogue sets a light-hearted tone to the piece as it makes fun of the stereotypical worries every mother might have. The third and fourth paragraphs are closely linked. The difficulties that a student living away from home has are then re-introduced, but this time no humour is used. The information given is factual, and the reader understands the harsh realities a student has to face when not living at home, for example the economic and sentimental sacrifices he has to make. The author backs up his argument by using statistics to explain the economic burden. Both paragraphs also end with a series of open questions to make the reader think about what has been discussed so far and to start making him form his own opinion on the matter. 	7	<table border="1"> <thead> <tr> <th>Pegged marks</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>7 OR 5</td> <td>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 answer(s) column, or any other equally appropriate response.</td> </tr> <tr> <td>3 OR 1</td> <td>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.</td> </tr> <tr> <td>0</td> <td>The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.</td> </tr> </tbody> </table>		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 answer(s) 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.
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Question	Expected answer(s)	Max mark	Additional guidance
	<ul style="list-style-type: none"> The fifth and last paragraphs offer concrete solutions to the problems that have been discussed previously in the article: how to encourage students to move away from home, find a good university and how to offer economic help to students. This paragraph includes quotes from specialists thus offering reliable sources. The tone is now much more formal and the use of direct quotation by experts in the field lends credibility and authority to the writer's message. 		

Section 2 - Translation

Question	Expected answer(s)	Max mark	Additional guidance
8.	<i>Scegliere di cambiare città... in una città con un'università prestigiosa?</i>	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	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 1</u> <i>Scegliere di cambiare città può diventare per le famiglie un vero peso economico.</i>	Choosing to change city can become a real economic burden for families.		
<u>Unit 2</u> <i>Secondo un sondaggio realizzato dall'Osservatorio Nazionale Federconsumatori, l'affitto è la spesa più costosa.</i>	According to a survey carried out by the Osservatorio Nazionale Federconsumatori, rent is the biggest cost.		
<u>Unit 3</u> <i>Se si aggiungono poi le spese di riscaldamento, di manutenzione e di energia,</i>	If you then add on heating, maintenance and energy bills,		
<u>Unit 4</u> <i>uno studente può pagare fino a ottomila euro all'anno se sceglie di vivere da solo</i>	a student can pay up to 8000 euros a year if he chooses to live alone		
<u>Unit 5</u> <i>e una cifra inferiore se decide di condividere una stanza con altri studenti.</i>	and a lower amount if he decides to share a room with other students.	inferior	
<u>Unit 6</u> <i>Insomma, chi non ha la possibilità di sostenere i costi di una vita lontano da casa</i>	In short, those who cannot afford the costs of living away from home	who cannot sustain who doesn't have the possibility	

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 7</u> <i>si accontenta spesso di frequentare l'università sotto casa,</i>	often have to make do with attending their local university,	opt to is happy to is fine with is satisfied with	
<u>Unit 8</u> <i>anche se spesso capita che sia piccola e scadente.</i>	even if it often turns out to be small and second-rate.	shoddy	
<u>Unit 9</u> <i>Ma è questa la scelta giusta? O è meglio, invece, investire</i>	But is this the right choice? Or instead, is it better to invest		
<u>Unit 10</u> <i>per mantenersi in una città con un'università prestigiosa?</i>	in order to support oneself in a city with a prestigious university?	to maintain oneself to sustain oneself	

[END OF MARKING INSTRUCTIONS]



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Listening and Discursive Writing

Advanced Higher

Finalised Marking Instructions

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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) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (d) 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"> • (Research/researchers at) the University of Toronto 	1	
	(b)	<ul style="list-style-type: none"> • People feel more productive • They are not in a hurry <u>to end the interview</u> 	2	
	(c)	<ul style="list-style-type: none"> • If it rains candidates are less attractive/successful • than those who are interviewed on a sunny day 	2	
	(d)	<ul style="list-style-type: none"> • Because selectors (interviewers) ask the opinion of staff about your (candidates') behaviour (before and after the interview) 	1	
	(e)	<ul style="list-style-type: none"> • The colour of your clothing has an influence • Black and blue (suit, dress) is <u>best</u> • Orange is the <u>worst</u> <p>(Any 2 from 3)</p>	2	
	(f)	<ul style="list-style-type: none"> • People of different generations have different <u>values</u> 	1	
	(g)	<ul style="list-style-type: none"> • How long is the <u>lunch</u> break? 	1	

Item 2

Question			Expected answer(s)	Max mark	Unacceptable answers
2.	(a)		<ul style="list-style-type: none"> • Because she is always well prepared/ready • Because she is intelligent • Because she is smart/smartly dressed/elegant <p>(Any 2 from 3)</p>	2	
	(b)	(i)	<ul style="list-style-type: none"> • Make sure you have polished your shoes • Make sure your shirt is ironed • Make sure you are presentable <p>(Any 2 from 3)</p>	2	
		(ii)	<ul style="list-style-type: none"> • it isn't right but it's true 	1	
	(c)		<ul style="list-style-type: none"> • He has had so many interviews • Lots of them were disastrous 	2	
	(d)	(i)	<ul style="list-style-type: none"> • Because he had done a lot of research • He knew everything about the <u>international</u> part of the firm/business • They have offices in France, (England), Sweden and Denmark • He was very (well) prepared <p>(Any 3 from 4)</p>	3	
		(ii)	<ul style="list-style-type: none"> • A dream (which suddenly) became a nightmare 	1	

Question		Expected answer(s)	Max mark	Unacceptable answers
	(e)	(i) <ul style="list-style-type: none"> • He said something in a language that Massimo had never heard before 	1	
		(ii) <ul style="list-style-type: none"> • He didn't know how to respond/reply • He hadn't understood him • He was pretending that he hadn't heard him (properly) • He didn't want to appear ignorant • He hoped that he would repeat it in a different way <p>(Any 2 from 5)</p>	2	
		(iii) <ul style="list-style-type: none"> • He remarked at that after six months Massimo couldn't speak a word of Swedish 	1	
	(f)	(i) <ul style="list-style-type: none"> • He must have misread the <u>CV</u> 	1	
		(ii) <ul style="list-style-type: none"> • How can you correct the interviewer during an interview? • The interviewer had tried to show off his knowledge of Swedish • He had made a bad impression/made a fool of himself in front of his colleagues • (We/they all knew, but) nobody wanted to tell him • He looked at Massimo as if it was his fault <p>(Any 3 from 5)</p>	3	
		(iii) <ul style="list-style-type: none"> • She says she is going to learn to say 'hi' in Swedish 	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) 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
- (d) 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.
- (e) 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.
- (f) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.
- (g) 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 - Directed 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
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]