



National  
Qualifications  
2019

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**2019 Italian**

**Advanced Higher**

**Reading and Translation**

**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) 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.

Marking instructions for each question

Section 1 - Reading

Question			Expected response	Max mark	Additional guidance
					Do not accept
1.	(a)		<ul style="list-style-type: none"> <li>• agriculture was not socially or economically desirable</li> <li>• (in the 90's) parents pushed their children to study in order to get a degree and find a job <u>in a big company</u> (that would assure them a secure and immediate wage)</li> </ul>	2	good forced diploma
	(b)		<ul style="list-style-type: none"> <li>• young people have to deal with widespread unemployment and temporary contracts</li> <li>• agriculture offers them a way out from disappointing jobs</li> <li>• young Italians also have a desire to lead a healthy life in the open air</li> </ul>	3	part-time job  open space
	(c)		<ul style="list-style-type: none"> <li>• they are well prepared, conscious of environmental issues</li> <li>• they bring innovative and cutting edge ideas (to the agricultural sector) (in the form of new and sought-after products of high quality)</li> <li>• these products are often niche products that aim for foreign markets</li> </ul>	3	
2.	(a)		<ul style="list-style-type: none"> <li>• their youthful enthusiasm</li> <li>• the knowledge they acquired during their studies at university</li> </ul>	2	
	(b)		<ul style="list-style-type: none"> <li>• they bought <u>a farm</u> with ten hectares of land</li> <li>• they dug a well (so that they could water the land) (at all times of the year)</li> <li>• they invested in machinery (to be able to work the land)</li> </ul>	3	

Question			Expected response	Max mark	Additional guidance
					Do not accept
	(c)		<ul style="list-style-type: none"> <li>they had to specialize in the cultivation (and production) of a single product (artichokes that they export to Europe)</li> </ul>	1	
	(d)		<ul style="list-style-type: none"> <li>the calm of the Tuscan hills and <u>fresh and genuine</u> food</li> <li>for breakfast, lunch and dinner they offer their guests dishes prepared from home-grown products</li> </ul>	2	
	(e)		<ul style="list-style-type: none"> <li>they installed solar panels</li> <li>their furniture is made from recycled <u>or second hand</u> materials</li> </ul>	2	
3.	(a)		<ul style="list-style-type: none"> <li>it's made only in the month of May</li> <li>it's matured for 9 months in wooden barrels (to give it a unique smell and taste)</li> </ul> <p>Any 1 from 2</p>	1	
	(b)		<ul style="list-style-type: none"> <li>(they put together workshops where) they teach them how to make and distribute honey</li> <li>they started a project called <i>Tutti Giù Nell'Orto</i> to help children become more familiar with the world of agriculture</li> </ul>	2	
4.			<ul style="list-style-type: none"> <li>to stimulate (in every way) the growth of <u>Italian</u> agricultural production</li> <li>to allow young people in particular access to the land at a subsidised rate</li> </ul>	2	

Question		Expected response	Max mark	Additional guidance									
5.		<ul style="list-style-type: none"> <li>the aims and objectives of the article are to give an overview of the recent trend whereby young Italians are deciding to leave the cities and their well paid jobs and to start a new life in the countryside. The article gives the main reasons for this trend and uses the personal experiences of two young Italian couples as examples. The article also looks at the difficulties that such a move entails. At the end of the article the author focuses on what the government is doing to help young Italians go back to the land</li> <li>the style of the article is journalistic and the tone is conversational. The writing makes an effort to maintain the reader's attention by using emotive vocabulary, rhetorical questions and the real life stories of the two couples give the article credibility. The article ends on by talking about the governmental scheme La Banca Delle Terre, giving weight to the article in an attempt to persuade the reader that this is a well-documented piece of writing</li> <li>the writer presents a neutral overview of this subject. He does not, at any time, express his opinion as to whether or not the recent trend of the return to the countryside by young people is a positive phenomenon. He recounts the positive experiences of two Italian couples but he also mentions the hardships encountered by many who choose agriculture as their profession. By giving such a balanced view the article is informative in nature.</li> </ul>	7	<table border="1"> <thead> <tr> <th>Pegged marks</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td><b>7 OR 5</b></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 response column, or any other equally appropriate response.</td> </tr> <tr> <td><b>3 OR 1</b></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><b>0</b></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	<b>7 OR 5</b>	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 response column, or any other equally appropriate response.	<b>3 OR 1</b>	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.	<b>0</b>	The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.
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Section 2 - Translation

Question	Expected response	Max mark	Additional guidance
6.	<p>Translate the underlined section into English: (lines 43-48)</p> <p><i>Questi sono solo due esempi . . . una migliore qualità di vita.</i></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><b>2 marks- good</b> Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English</p> <p><b>1 mark- satisfactory</b> 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><b>0 marks- unsatisfactory</b> The candidate fails to demonstrate sufficient understanding of the essential information.</p>

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 1</u> <i>Questi sono solo due esempi di giovani che sono pronti</i>	These are only two examples of young people who are ready		young men
<u>Unit 2</u> <i>a rimboccarsi le maniche per lavorare fino a tardi.</i>	to roll up their sleeves, in order to work until late.		
<u>Unit 3</u> <i>Non hanno paura di rinunciare alle loro domeniche e alle loro ferie pagate,</i>	They are not scared to give up their Sundays and their paid holidays,		
<u>Unit 4</u> <i>perché alla fine dei conti hanno la soddisfazione di stringere tra le mani i propri prodotti.</i>	because at the end of the day they have the satisfaction of holding in their hands their own products.	product squeezing/clasping	
<u>Unit 5</u> <i>Certo, si siedono la sera stanchi ma senza dubbio</i>	Of course, they sit down in the evening tired but without a doubt		
<u>Unit 6</u> <i>sono felici gustando pietanze dal sapore autentico.</i>	they are happy as they enjoy authentic tasting dishes.	meals genuine	
<u>Unit 7</u> <i>Insomma, molti giovani hanno saputo riconoscere che</i>	So, many young people have been able to recognise that	were able	have known to recognise

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 8</u> <i>la campagna non solo offre buone opportunità di lavoro</i>	the countryside not only offers good job opportunities	country	
<u>Unit 9</u> <i>per chi vuole sviluppare idee innovative</i>	for those that want to develop innovative ideas	who wants	
<u>Unit 10</u> <i>ma offre anche una migliore qualità di vita.</i>	but it also offers a better quality of life.		

[END OF MARKING INSTRUCTIONS]





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**2019 Italian**

**Advanced Higher**

**Listening and Discursive Writing**

**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.*

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- (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. 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.

Marking instructions: Listening

Question			Expected response	Max mark	Additional guidance
					Do not accept
1.	(a)		<ul style="list-style-type: none"> <li>• 163</li> </ul>	1	
	(b)		<ul style="list-style-type: none"> <li>• life expectancy</li> <li>• cause(s) of death</li> <li>• consumption of toxic substances</li> <li>• availability of <u>clean</u> water/drinkable</li> <li>• (risk of) malnutrition</li> </ul> <p>Any 3 from 5</p>	3	quality of life
	(c)		<ul style="list-style-type: none"> <li>• quality of life</li> <li>• life expectancy</li> </ul> <p>Any 1 from 2</p>	1	health
	(d)		<ul style="list-style-type: none"> <li>• (almost) 40% of young people unemployed</li> <li>• (public) debt among the highest in the world</li> </ul>	2	
	(e)		<ul style="list-style-type: none"> <li>• heart attack</li> <li>• hypertension/high blood pressure</li> <li>• high cholesterol</li> <li>• mental health problems</li> </ul> <p>Any 2 from 4</p>	2	depression
	(f)		<ul style="list-style-type: none"> <li>• there are 3·9 doctors for every 1,000 inhabitants</li> </ul>	1	

Question			Expected response	Max mark	Additional guidance
					Do not accept
2.	(a)	(i)	<ul style="list-style-type: none"> <li>• he's not very well</li> <li>• he's a bit better than yesterday</li> <li>• he has had a cold (for almost a week)</li> <li>• he has had a sore throat (for almost a week)</li> </ul> <p>Any 3 from 4</p>	3	
		(ii)	<ul style="list-style-type: none"> <li>• he wanted to return to work <u>yesterday</u></li> <li>• he doesn't like staying at home</li> <li>• he doesn't like just sleeping/all he does is sleep/all he can do is sleep</li> </ul>	3	
	(b)		<ul style="list-style-type: none"> <li>• doctors make the worst patients</li> </ul>	1	
	(c)		<ul style="list-style-type: none"> <li>• they want to see someone straight away/immediately</li> <li>• it has to be their favourite doctor/chosen/preferred</li> <li>• if not, they complain about the lack of staff</li> <li>• they complain about the health service in general</li> </ul> <p>Any 3 from 4</p>	3	
	(d)	(i)	<ul style="list-style-type: none"> <li>• she says it will make him laugh</li> </ul>	1	he will like it
		(ii)	<ul style="list-style-type: none"> <li>• it says there are lot of doctors in Italy (maybe too many)</li> </ul>	1	

Question			Expected response	Max mark	Additional guidance
					Do not accept
		(iii)	<ul style="list-style-type: none"> <li>• he asks how they could come to that conclusion</li> <li>• he doesn't believe it/think it's true</li> <li>• (he asks why) (if there are so many doctors) they are always so busy at work/they work a lot</li> <li>• he says the article does not seem (totally) reliable/credible/trustworthy</li> </ul> <p>Any 3 from 4</p>	3	
		(iv)	<ul style="list-style-type: none"> <li>• it is a positive judgement on the health service</li> <li>• it is an appreciation of/a compliment to the (his) work/commitment (of doctors)</li> <li>• it is from a serious paper <u>or</u> written by an expert journalist (in this field)</li> <li>• he should be happy about it (instead of complaining)</li> </ul> <p>Any 3 from 4</p>	3	
		(e)	<ul style="list-style-type: none"> <li>• they are always active</li> <li>• all four over ninety</li> <li>• they still go to the swimming pool/gym</li> </ul> <p>Any 2 from 3</p>	2	

## 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.

## Marking instructions - Directed Writing

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

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



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

Mark	Content	Accuracy	Language resource: variety, range, structures
8 or 4	<ul style="list-style-type: none"> <li>• The essay is unstructured and few aspects are relevant to the title</li> <li>• The topic is not fully addressed</li> <li>• The content is very limited</li> </ul>	<ul style="list-style-type: none"> <li>• The language is almost completely inaccurate throughout the writing and there is little control of language structure</li> <li>• Most of the verbs are incorrect. There is little evidence of tense control</li> <li>• Most basic structures are not used accurately and control of the language structure generally deteriorates significantly</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• There is little use, if any, of complex and sophisticated language</li> <li>• The essay contains a very limited range of vocabulary and structures appropriate to Advanced Higher</li> <li>• The candidate may not cope with more than one or two basic verbs/verb forms and tenses</li> <li>• Some sentences may not be understood by a sympathetic native speaker</li> <li>• There are examples of mother tongue interference and serious dictionary misuse</li> </ul>
0	<ul style="list-style-type: none"> <li>• The essay is unstructured and/or irrelevant</li> <li>• The candidate is unable to address the topic</li> </ul>	<ul style="list-style-type: none"> <li>• The language is seriously inaccurate throughout the writing and there is almost no control of language structure</li> <li>• Very few words are written correctly in the modern language</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of complex and sophisticated language</li> <li>• There may be several examples of mother tongue interference</li> <li>• Very little is intelligible to a sympathetic native speaker</li> <li>• There may be several examples of serious dictionary misuse</li> </ul>

[END OF MARKING INSTRUCTIONS]