# National Qualifications RESOURCE

**X842/77/01**

**Marking Instructions**

**Italian
Reading and Translation**

Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

**General marking principles for Advanced Higher Italian Reading and Translation**

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

**(a)** Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.

**(b)** If a 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.

**(c)** Award a mark for each answer. Marks are not transferable between questions and the answers for each question must come from the item.

**(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)** Award marks according to the accuracy and relevance of the candidate's answers. Award marks where the answer is accurate but expressed in their own words.

**Marking instructions for each question**

**Section 1 - Reading**

| Question | | | Expected response(s) | Max mark | Additional guidance |
|---|---|---|---|---|---|
| | | | | | Do not accept: |
| **1.** | (a) | | • to inform themselves in a critical way<br>• in a digital world which is ever more complex | **2** | |
| | (b) | | • it can easily reach us in our own home<br>• it can invade our daily life<br>• it can generate confusion about what is happening around us | **3** | |
| | (c) | | • the quality of digital journalism<br>• the entire system of online news | **2** | |
| **2.** | (a) | | • to be able to recognise true information from false | **1** | |
| | (b) | | • schools are the place where people can discuss different points of view and opinions | **1** | |
| | (c) | | • how students analyse information on social media<br>• if they are able to recognise dubious statements | **2** | |
| **3.** | (a) | | • when a piece of satire is treated as a piece of news<br>• when a piece of news comes from a site which aims to promote a particular point of view | **2** | |
| | (b) | | • to verify information<br>• to identify manipulation of news and cases of disinformation | **2** | |

| Question | | | Expected response(s) | Max mark | Additional guidance |
|---|---|---|---|---|---|
| | | | | | **Do not accept:** |
| **4.** | (a) | | • it checks false information online using a search engine<br>• (the address of a website is inserted and) Decodex says whether it is reliable or not | **2** | |
| | (b) | | • to simplify the verification of information<br>• to avoid wasting time unnecessarily on endless searches | **2** | |
| **5.** | (a) | | • to help students negotiate an 'inhospitable environment' | **1** | |
| | (b) | | • to ensure that in future they get information from reliable sources<br>• to ensure that they consult a variety of different sites | **2** | |
| **6.** | | | • they were given a series of articles and asked to distinguish between facts and opinions in them | **1** | |

| Question | Expected response(s) | Max mark | Additional guidance |
|---|---|---|---|

**7.**

- the overall aim of the article is to inform readers about projects in different countries in response to the educational challenges posed by the prevalence of 'fake news'
- the main method of doing this is through presenting information drawn from mainly journalistic sources and including statements by individuals with experience in the areas they are talking about. These are often reported in direct speech
- the tone is generally serious and factual so that the author does not directly intervene in most of the article, except to express a view on the importance of noting that 'fake news' is not a new phenomenon in paragraph 2
- the opening paragraph very succinctly presents the topic, educational pilot projects in different countries, which seek to equip students to deal with the complexity of the 'information ecosystem'. The 2nd paragraph has the first mention of 'fake news' and clarifies that it is not an entirely new phenomenon, but is different in the digital age
- the 3rd paragraph links the problem of fake news to the context of education and quotes a teacher of journalism from Syracuse University talking about the importance of civic education in the context of fact checking
- the 4th paragraph introduces another expert in the field of education who stresses the importance of verification (a key competence today), and the importance of schools in this regard. To this end his organisation (Ocse) is planning new testing of these competencies for 15-year olds in 70 countries

**Max mark: 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 marking instructions. |
| 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 response(s) | Max mark | Additional guidance |
|---|---|---|---|---|---|
| | | | • paragraphs 5 and 6 describe projects in France, a kit developed by the newspaper Le Monde for use in schools, and the larger project Decodex, a search engine which verifies individual websites<br>• the 7<sup>th</sup> paragraph mentions the New York Times' contribution over a number of years through articles on media literacy aimed at students and teachers as well as readers. Teaching materials in an article by the journalist Katherine Schulten are noted, and one exercise for students is described<br>• the final paragraph looks at projects in Italy, quoting two experts involved in developing them. A particular initiative provided a lesson, which is described. The general aim here, as described by one of the experts, Stefano Moriggi, is on making fact checking an integrated part of educational activity at all levels<br>• the article presents a mixture of general information on projects from different countries, with more detailed descriptions of the content of some of the tools developed in the different projects<br>• there is no discussion of different points of view on the matter of fake news or different approaches to dealing with it. This suggests that it is simply accepted as a problem, and that schools must engage with it. There is no counter argument made to either of these propositions. Instead there is an impression of general agreement and the article then shares information on what is happening in different countries. In this sense it is not aiming to convince readers but appears to assume instead that its readers are in agreement and will be interested in the information presented | | |

**Section 2 – Translation**

| Question | | | Expected response(s) | Max mark | Additional guidance |
|---|---|---|---|---|---|
| 8. | | | **Translate the underlined section into English: (lines 14 –20)**<br><br>*Come ha dichiarato Thomas Boll . . . e notizie inventate.* | 20 | 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.<br><br>**2 marks- good**<br>Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English<br><br>**1 mark- satisfactory**<br>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<br><br>**0 marks- unsatisfactory**<br>The candidate fails to demonstrate sufficient understanding of the essential information. |

| Text | Good – 2 | Satisfactory – 1 | Unsatisfactory – 0 |
|---|---|---|---|
| **Unit 1**<br><br>*Come ha dichiarato Thomas Boll, docente della scuola di giornalismo alla Syracuse University,* | As Thomas Boll, teacher in the School of Journalism of Syracuse University, declared | | |
| **Unit 2**<br><br>*«Lezioni su come interpretare i media dovrebbero diventare parte integrante dei corsi* | "Lessons on how to interpret the media should become an integral part of courses | | |
| **Unit 3**<br><br>*di educazione civica, che ogni cittadino dovrebbe frequentare.* | of civic education, which every citizen should attend. | | |
| **Unit 4**<br><br>*L'obiettivo di questi progetti sarebbe di* | The aim of these projects should be | | |
| **Unit 5**<br><br>*abituare la mente di ogni individuo a non credere a tutto ciò che legge».* | to train the mind of each individual not to believe everything they read". | | |
| **Unit 6**<br><br>*Per questo motivo, in vari paesi del mondo* | For this reason, in various countries of the world | | |
| **Unit 7**<br><br>*sono iniziati corsi di educazione digitale che cercano* | courses in digital education have started which try | | |

| Text | Good – 2 | Satisfactory – 1 | Unsatisfactory – 0 |
|---|---|---|---|
| **Unit 8**<br><br>*di darci alcuni strumenti utili* | to give us some useful tools | | |
| **Unit 9**<br><br>*per poter riconoscere le fake news* | to be able to recognise fake news | | |
| **Unit 10**<br><br>*e saper distinguere tra giornalismo responsabile e notizie inventate.* | and be able to distinguish between responsible journalism and made-up news. | | |

**[END OF MARKING INSTRUCTIONS]**