



2011 Italian

**Advanced Higher Listening and Discursive
Writing**

Finalised Marking Instructions

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Section I – Listening
Section II – Discursive Writing

General Procedure

- 1 Before marking proper begins, it is the responsibility of the marking team to fix appropriate standards. The marking process will therefore be divided into two stages: a **preliminary** stage which will be explanatory and aimed at establishing the standards to be applied, and the **marking** stage when scripts will be marked according to an agreed scheme, on the basis of photostat scripts.

- 2 **Preliminary Stage**

This covers the period from the time the markers receive their scripts and photocopies to the Markers' Meeting.

When you receive the first batches of scripts, you should read a sufficient number to feel you have a reasonable impression of the general level of the candidates' work, then mark **provisionally** and in pencil only, as many as you can before the Markers' Meeting with the purpose of testing how the Marking Instructions work in practice. While carrying out this provisional marking, any points which have not been covered by the key, and any other points which may help with the process of standardisation, should be entered on one of the copies of the Marking Key.

The photostat copies should also be marked and brought to the Markers' Meeting, where they will serve as a basis for comparison of standards and general discussion on marking.

- 3 **Markers' Meeting**

In discussion of these Instructions and the photostat scripts, you will have the opportunity of discussing any points of difficulty or any doubt on matters of procedure or marking. You should bring both copies of the Marking Instructions to the meeting, one with the preliminary notes, the other for the insertion of any amendments made at the meeting. The second, revised copy should be used as the basis for the marking proper. The decisions made at the Markers' Meeting will be binding on Markers, and the Marking Instructions, as revised, must be followed closely. Should any reservations occur to you during the course of marking proper, you should mention them in your report, but if the preliminary stage is carried out thoroughly, such reservations should be infrequent.

You may also bring selected scripts with you to the Markers' Meeting if you have encountered any particular points of difficulty which may warrant the examination of complete scripts. However you must scrupulously observe the Scottish Qualification Authority's ruling that scripts may not be read or marked in public places or on public transport. In general, you must observe the highest standards of caution when carrying scripts about with you. (See Terms and Conditions of Employment of Markers on Form Ex51 (a) sent with your letter of invitation to serve as a Marker.)

4 **Marking Stage**

- (a) This covers the period from the Markers' Meeting until the final date for the return of scripts to SQA. By that date all marked scripts, Mark Sheets and Reports should be returned to SQA. Marking should be carried out according to the following scheme, taking into account any modifications of detail which may be decided on at the Markers' Meeting.
- (b) The mark for the Listening section of this paper is out of 30; the mark for the Discursive Writing section is out of 40.
- (c) For Section II, you are requested to keep a record of the number of candidates attempting each question. This information should be included in your Markers' Report.
- (d) In the case of **serious** doubt about an assessment, you must award a mark and then refer the piece of work to the Principal Assessor. To do this, write "PA Referral" underneath the "For Official Use" section on the front of the script and complete a Principal Assessor Referral form (copies of which are enclosed in your Markers' pack). (Also see 'Entries on the Mark Sheets' sub-paragraph 3). **Do not write the reasons on the script itself. Do not make any entry on the outside of the envelope.**

Advanced Higher Italian

Marking Scheme Section I

Part A – Listening

Paper 2

1. How many points on the Richter scale was the earthquake in L'Aquila? 1 mark
 - 5.8

2. How does it compare to the earthquake in Irpinia in 1980? 1 mark
 - 30 times less intense/powerful/strong/inferior/less

3. (a) What did the Mayor of L'Aquila say after the earthquake? 2 marks
 - the historical centre of the city has been devastated/destroyed
 - the new houses/buildings have (also) been destroyed
 - it will take time to check all of the buildings

(Any 2)

- (b) What did he invite the citizens to do? 1 mark
 - citizens were invited to leave the (historical) centre immediately

- (c) Why did he do this? 1 mark
 - Houses which haven't collapsed could still be dangerous

4. What good news was there on the afternoon of the 6th of April? 1 mark
 - Six young people/students had been brought out (from the rubble) alive

5. What explanation was given about arrangements for the injured? 2 marks
 - there were no problems
 - there are enough places
 - the most seriously injured had already been evacuated

(Any 2)

6. What happened in the evening to make things more difficult for those made homeless by the earthquake? 1 mark
 - rain (in some areas)

Sub-total 10 marks

Part B – Conversation

1. How long is it since Lucia and Giuseppe last saw each other? 1 mark

- (at least) two years

2. Why did Lucia's family move to Milan? 2 marks

- her mother found a new job there
- she wanted to be closer to her father (Lucia's grandfather)
- because her father (Lucia's grandfather) was getting older and was not in good health

(Any 2)

3. Why is Lucia back in Florence? 1 mark

- she is looking for a job/has a job interview

4. What is Giuseppe's job? 2 marks

- he works for the Red Cross
- he works for the group/part/section which deals with victims of natural disasters

5. (a) What does Giuseppe find difficult about his job?
Mention any THREE things. 3 marks

- it is stressful
- the situations are extreme
- many of the cases are quite serious
- (unfortunately) many of the people are beyond help/it's too late for them

(Any 3)

(b) What does he see as the positive side?
Mention any THREE things. 3 marks

- they see people at their best
- survivors/people/victims are strong/generous
- lots of the survivors/people/victims think of others first
- even if they have suffered loss of home or family/friends
- it is very moving
- he has met fantastic/amazing people (in recent years)

(Any 3)

6. What does Lucia think about Giuseppe's job? 2 marks

- it must be incredible
- she couldn't do it
- he must travel a lot

(Any 2)

7. (a) What happened to Lucia's aunt? 1 mark

- she lost her home (of 50 years)

(b) Why does Lucia say that her aunt was lucky? 1 mark

- many people lost their lives
- many people were seriously injured

(Any 1)

8. Apart from earthquakes, what proof does Giuseppe offer for his view that Italy is dangerous? 2 marks

- the flooding (in Florence and Vajont)
- the many volcanoes (such as Etna, Vesuvius, Stromboli)

9. Why does he think global warming may not be a factor? 2 marks

- flooding has been happening for centuries
- many areas are at risk from earthquakes

Sub-total 20 marks

Total 30 marks

Section II – Discursive Writing

Notes on procedure

- 1 There are **40 marks** awarded to the Discursive Writing section.
- 2 The mark should be awarded on the basis of your general evaluation of the essay. It will be based on (a) grammatical correctness, (b) idiomatic command and sense of style, (c) the intellectual level of the ideas expressed, (d) plan or orderly development of ideas, (e) relevance to the subject set – but you remain free to vary the weight you attach to each of these in each individual essay. Answers which are largely irrelevant to the subject are unlikely to gain more than a Satisfactory mark, and could in some cases be considerably lower.
- 3 **Credit points**, indicated by a prominent tick in the left-hand margin, should be given for anything good. Such credit points may be gained, for example, by a good use of idiom, a well-handled syntactical construction, variety of constructions; a well-organised plan, neatly constructed paragraphs, a forcefully expressed idea, appropriate use of varied registers.

Weak essays are commonly characterised by inaccurate grammar, thin or repetitious vocabulary and poor planning or relevance.
- 4 Neither grammatical mistakes nor credit points are to be formally totalled; but you should use them as guides for your final assessment. A candidate with one or two credit points may be in the running for a good mark, while one with a lot of grammatical mistakes or other signs of weakness will probably fall into the ‘Unsatisfactory’ category, or below. Poor punctuation and writing that is difficult to read may be penalised.
- 5 To award your final mark, you should place each script in one of a given number of categories. Each of these carries a fixed mark, as outlined in the Pegged Marks and Criteria on page 8.

You must observe this fixed scale of marks, the purpose of which is to prevent a proliferation of individual marking scales.
- 6 The mark awarded should be entered in the **outer right hand margin** at the end of the question, then added to the mark for Section I. The resulting total must be entered in the space provided on the outside front cover of the script and transferred to the Mark Sheet.

AH Discursive Writing

Categories	Criteria	Pegged marks
Very Good	The language is characterised by a high degree of accuracy and/or may show some flair. Uses a good range of structures and vocabulary appropriate to Advanced Higher with few, if any, errors of spelling and/or punctuation. The essay is well structured and all aspects are relevant to the title.	40
Good	The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher. Contains a reasonable range of vocabulary and structures appropriate to the level. There are few errors in spelling and/or punctuation. The essay has an adequate sense of structure and most aspects are relevant to the title.	32
Satisfactory	Sufficient control of structures appropriate to Advanced Higher to convey meaning clearly. Contains a reasonable range of vocabulary and some complex sentences. Spelling and punctuation are generally correct. The essay has some sense of structure and most aspects have some relevance to the title. Performance may be uneven, but the good outweighs the bad.	24
Unsatisfactory	The language is insufficiently accurate to convey meaning clearly and consistently. Very limited range of vocabulary and/or structures appropriate to Advanced Higher. Inappropriate use of learned material, and possibly some unidiomatic translation from English. The essay may be lacking in structure and less than half of the aspects have any relevance to the title.	16
Poor	The language contains frequent basic errors and/or other tongue interference which seriously impede communication. The essay may be unstructured and few aspects are relevant to the title.	8
Very Poor	No redeeming features	0

[END OF MARKING INSTRUCTIONS]