



**2009 Italian**

**Higher – Reading and Directed Writing**

**Finalised Marking Instructions**

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## **2009 Italian Higher: Reading**

### **Marking Key**

The comprehension questions are designed to find out whether the candidates have understood the main points of the passage, including where appropriate something of the author's purpose in writing the text.

In the marking schemes which follow, a bullet point designates information required for the award of 1 point; a word or concept underlined must be evident within an answer before the point can be awarded.

To assess an answer, tick each piece of information which constitutes a correct point. If the information is subsequently contradicted in the same answer, put a cross through the relevant tick. Similarly, if correct information is accompanied in the same answer by information which shows lack of real understanding, put a cross through the relevant tick.

No points can be awarded in a sentence whose overall meaning is unclear.

The inclusion of irrelevant information in an answer should not be penalised unless it contradicts the text.

If information required but not given in answer to one question appears in answer to a different question, it cannot be credited with any marks unless it would also correctly answer that question.

The total mark awarded for each question should be written on the inside margin, at the end of the relevant question.

When the comprehension questions have been marked, points should be totalled and written on the inside margin as a mark out of 20.

## **Section I – General Points**

Correct points should be marked with a tick and the total number of marks written in the inside margin after each heading.

No marks should be given for points written under a different heading unless they would also answer that heading. In such a case, the mark should be transferred to the total for the heading under which the mark was originally allocated. Where candidates list irrelevant information, no credit should be given for this, even if there is some correct information in the middle of it.

The total number of points scored should be written in the inner margin at the end of Section I.

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**Marking Instructions**

Questions/Acceptable answers	Unacceptable answers	Markers' notes
<p>1. Read lines 1–12. The survey has found that young people are taking on more responsibility at an earlier age. What three examples are given? <b>3 points</b></p> <ul style="list-style-type: none"><li>• They take on responsibility for <u>deciding</u>/they <u>decide</u> how to spend (pocket) money/wages</li><li>• They take/have/carry the/a <u>front-door/house key(s)</u> (in their pocket)</li><li>• Go on holiday <u>on their own/(by) themselves</u></li></ul>	<p>They decide how much money to spend They decide when to spend their money</p> <p>They lock the front door</p> <p>‘in the sun’ negates the mark</p>	<p>Ignore translation of ‘assumono’ as ‘they assume’</p>

Questions/Acceptable answers	Unacceptable answers	Markers' notes
<p>2. Read lines 13–25. What has the survey found out about teenagers and text messages? <b>4 points</b></p> <ul style="list-style-type: none"> <li>It's the first contact <u>of the</u> (teenager's) <u>day</u>/the first thing teenagers do <u>in the day/morning</u> is to check their messages</li> <li>They send about 30 messages <u>a day</u></li> <li>The <u>more</u> they receive/when they receive <u>lots of them</u>, the <u>more</u> important they feel/they feel <u>very</u> important (amongst</li> <li>It's the/their favourite/preferred method/way/choice of communication</li> <li>Phone companies get/earn 6 million euros <u>per day</u> for texts sent by <u>teenagers/them/teenagers/they</u> spend 6 million euros a day on texts</li> <li>(For them) writing letters is for old people/old-fashioned/stuff of the past/stuff for old-people/they</li> </ul> <p><b>(4 from 6)</b></p>	<p>It's the first/prime way to contact teenagers</p> <p>The more they send... They receive more of them...</p> <p>Perfect/main Fashion (as a fashion statement) Answers with no indication of choice or preference</p> <p>Any wrong number Phone companies save... Phone companies spend... Text messages sent by people</p> <p>(old) stuff</p>	<p>Ignore references to sending or receiving texts</p> <p>'They communicate that way' is insufficient</p> <p>For all bullets, accept 'people' as an alternative for 'teenagers', provided that 'teenagers' is clearly meant.</p>

Questions/Acceptable answers	Unacceptable answers	Markers' notes
<p>3. Read lines 38–50.</p> <p>(a) Some boys and girls are not happy with their self-image. What would boys and girls like to change about themselves? <b>1 point</b></p> <ul style="list-style-type: none"> <li>Boys/men/males: would like to be (more) muscular Girls/women/females: would like to be thin(er)/skinny/skinnier/to lose weight</li> </ul> <p>(b) What worrying consequence does this have for girls? <b>1 point</b></p> <ul style="list-style-type: none"> <li><u>One in four/a quarter of girls</u> is on a diet/starts a diet</li> <li>Girls as young as/of 12 are on a diet/start a diet</li> <li>These desires convince/this desire convinces girls as young as 12/one in four girls to diet</li> </ul> <p style="text-align: right;"><b>(any one)</b></p>	<p>Strong(er)/fit(ter)</p> <p>Girls are put on a diet</p> <p>‘This/it desires girls to go on a diet’ negates the mark Any wrong age All girls</p> <p>girls <u>change</u> their diet</p>	

Questions/Acceptable answers	Unacceptable answers	Markers' notes
<p>4. Read lines 51–64. Even though teenagers have their own pocket money, their parents still subsidise them. Why do they do this and how do they subsidise them?</p> <p style="text-align: right;"><b>3 points</b></p> <ul style="list-style-type: none"> <li>Teenagers spend all their pocket money <u>on little things/comics, crisps/chips, cigarettes</u> (<i>any two examples</i>)</li> <li>Parents buy everything else/all the extras/pay for (mobile) phone(s) (bills) <u>and</u> (buy) clothes (preferably with designer labels)</li> <li>Parents pay <u>for things</u> (up to 200 euros or more) when the child asks</li> </ul>	<p>A boy spends</p> <p>(All) the change</p> <p>Parents give their child money</p>	<p>Within the answer as a whole, it must be clear who 'they' refers to for each available mark. If it is unclear who 'they' refers to, penalise once only.</p> <p>Ignore misattribution of 'pensano'</p>

Questions/Acceptable answers	Unacceptable answers	Markers' notes
<p>5. Read lines 65–74.</p>		
<p>(a) What do the experts think is a mistake? <b>2 points</b></p> <ul style="list-style-type: none"> <li>• (bringing children up with) the idea that everything can be bought/sold</li> <li>• (bringing children up with) the idea that having lots of money is the/a (massive/ultimate) aim/goal/objective in life</li> </ul>	<p>Mistranslation of 'vendere' as see</p> <p>The main objection</p>	
<p>(b) What attitude do 30% of young people have to the money they have? <b>2 points</b></p> <ul style="list-style-type: none"> <li>• (They think) they have less than they <u>need</u></li> <li>• They are (increasingly) dissatisfied/unhappy</li> </ul>	<p>(They think) they have less money than they should have/than they want They don't have enough</p>	



Questions/Acceptable answers	Unacceptable answers	Markers' notes
<p>6. Read lines 75–95.</p> <p>The parents' attitude to their children is described as contradictory.</p> <p>What examples are given of this?</p> <p><b>4 points</b></p> <ul style="list-style-type: none"> <li>• Parents are worried that children spend too much time/money on the phone</li> <li>• (It's the parents' fault because) phones were given to/bought for teenagers by their parents in the first place</li> <li>• Parents want their children to be adult/autonomous/independent</li> <li>• Parents can't see them as independent/need contact/to be in contact/not to lose contact</li> </ul>	<p>Parents want their children to be driven Parents don't see their children's independence (insufficient as an answer on its own)</p>	<p>Penalise unclear use of 'they' once only.</p>

### Translation into English

The translation into English is allocated 10 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. The total number of marks gained will, where necessary, be converted to a score out of 10.

Category	Mark	Description
Good	2	Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.
Satisfactory	1	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.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or the failure to translate relevant details.

7.

Translate into English:

“Tanti bambini trascorrono... nemmeno un libro in un anno.” (lines 29–37)

Unit 1

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<b>Tanti bambini</b>	(So) many children/lots of children/a lot of children/kids/youngsters/teenagers	Children/all (the) children/every child/too many children	Babies
<b>trascorrono</b>	spend/pass		
<b>il tempo libero</b>	(their) free time/leisure <u>time</u>	Time/the time/leisure	
<b>da soli</b>	alone/on their own/by themselves	Omission of ‘alone’ Only/solely	
<b>davanti alla televisione</b>	in front of the television/TV/telly watching TV		Wrong preposition (eg beside, in)

Unit 2

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<b>che</b>	which/that	To which/of which And.... (have one/have a TV) Omission of 'che' (eg ¾ of them have a TV in their room.) (Out) of whom (¾ have one in their room) Because (¾ have one in their room)	Whom ¾ are in their room
<b>i tre quarti di loro</b>	with (¾ having one...)		
	three quarters/¾/3 out of 4 of them	The ¾	¾ of the time
<b>hanno</b>	(will) (would) have	had	
<b>in camera.</b>	in their/the (bed)room(s).	Omission of details ('che', 'hanno') but expressing the main idea of this section	

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<b>Giocano online</b>	They play online (games) Playing online (allows them to/lets them) Online games (allow them to/let them)	They go online They <u>play</u> online to be able to <u>play</u> ...	Playing online to be able to (no finite verb) Playing online can be For fun
<b>per poter</b>	so as to/so they can/to be able to/so they are able to/in order to/in order to be able to (playing online) allows them to/lets them)	Because they can Omission of 'poter' For to be able to	Power For being able to For to do Can be Can be done They are able to play online to They can get together
<b>«fare le cose</b>	do things	Do something	The thing to do with friends The same things To do the same as their friends To make friends
<b>insieme agli amici»</b>	(together) with (their) friends (together with your friends (only if consistent use is made of impersonal 'you'))	(together) as friends with all of their friends between friends	

Unit 4

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<b>benché</b>	although/even though (accepted as translation for 'benché addirittura')	but	
<b>addirittura non escano</b>	they don't actually/really/even leave/ go out of they have not even left they will not even leave not really leaving (with a finite verb in the previous unit)	definitely/certainly Omission of 'addirittura' They don't ever/never leave the house. Absolutely Mistranslation of 'uscire' as get out. Mistranslation of 'uscire' as 'go' Would(n't) leave	Directly Right away Have to leave Can('t) leave Could(n't) leave Will leave Escape
<b>di casa.</b>	the/their house home	Omission of 'the house'	In the house/in each others' house

## Unit 5

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p><b>Quanto alla lettura,</b></p> <p><b>il 45% dei ragazzi intervistati</b></p> <p><b>non ha letto</b></p> <p><b>nemmeno un libro</b></p> <p><b>in un anno.</b></p>	<p>As for reading/literature/ with regards to/when it comes to/on the subject of/as to/as far as reading goes</p> <p>45% of children/young people/ teenagers (that were) interviewed/ questioned</p> <p>haven't/hadn't read haven't/hadn't even read</p> <p>even one/a single book/at least one book one book</p> <p>in a/the/the past/last year. a year</p>	<p>Mistranslations of 'quanto a' that do not contradict the rest of the sense unit, and which make sense in the context of the sense unit</p> <p>The 45% Boys At interview/at the interview Omission of interviewed</p> <p>Omission of 'nemmeno': haven't read a book/as many as one book Don't read a book (in the year) Any books Haven't read a book</p> <p>(Don't read a book) in the year All year/for a year</p>	<p>How much for/of reading When Omission of 'quanto a' letter article lecture</p> <p>owned had In (their) bed</p> <p>Haven't <u>ever</u> read</p>

## Higher Writing

Task: Directed Writing, addressing 6 bullet points.

Assessment Process:	1	With reference to <i>Content, Accuracy and Language Resource</i> , assess the overall quality of the response and allocate it to a pegged mark.
	2	Check that all 6 bullet points have been addressed.
	3	Deduct 2 marks (ie single marks, not pegged ones) for each bullet not addressed, up to a maximum of 2 bullets. If 3 or more bullets have not been addressed, the mark must be 0.



Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	15	<ul style="list-style-type: none"> <li>• All bullet points are covered fully, in a balanced way, including a number of complex sentences.</li> <li>• Some candidates may also provide additional information.</li> <li>• A wide range of verbs/verb forms, tenses and constructions is used.</li> <li>• Overall this comes over as a competent, well thought-out account of the event which reads naturally.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error.</li> <li>• Where the candidate attempts to use language more appropriate to post-Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence.</li> <li>• There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order.</li> <li>• The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing.</li> <li>• The language flows well.</li> </ul>
Good	12	<ul style="list-style-type: none"> <li>• All bullet points are addressed, generally quite fully, and some complex sentences may be included.</li> <li>• The response to one bullet point may be thin, although other bullet points are dealt with in some detail.</li> <li>• The candidate uses a reasonable range of verbs/verb forms and other constructions.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate generally handles verbs and other parts of speech accurately but simply.</li> <li>• There may be some errors in spelling, adjective endings and, where relevant, case endings.</li> <li>• Use of accents may be less secure.</li> <li>• Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately.</li> <li>• There may be minor misuse of dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• There may be less variety in the verbs used.</li> <li>• Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate.</li> <li>• In one bullet point the language may be more basic than might otherwise be expected at this level.</li> <li>• Overall the writing will be competent, mainly correct, but pedestrian.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	9	<ul style="list-style-type: none"> <li>• The candidate uses mainly simple, more basic sentences.</li> <li>• The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level.</li> <li>• In some examples, one or two bullet points may be less fully addressed.</li> <li>• In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues.</li> </ul>	<ul style="list-style-type: none"> <li>• The verbs are generally correct, but basic.</li> <li>• Tenses may be inconsistent, with present tenses being used at times instead of past tenses.</li> <li>• There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in the use of accents.</li> <li>• Some prepositions may be inaccurate or omitted, eg I went the town.</li> <li>• While the language may be reasonably accurate in three or four bullet points, in the remaining two control of the language structure may deteriorate significantly.</li> <li>• Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes with the past tense of some verbs.</li> <li>• A limited range of verbs is used to address some of the bullet points.</li> <li>• Candidate relies on a limited range of vocabulary and structures.</li> <li>• When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion.</li> <li>• Sentences may be basic and mainly brief.</li> <li>• There is minimal use of adjectives, probably mainly after “is”, eg The boss was helpful.</li> <li>• The candidate has a weak knowledge of plurals.</li> <li>• There may be several spelling errors, eg reversal of vowel combinations.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Unsatisfactory	6	<ul style="list-style-type: none"> <li>• In some cases the content may be basic.</li> <li>• In other cases there may be little difference in content between Satisfactory and Unsatisfactory.</li> <li>• The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as <i>to be, to have, to play, to watch</i>.</li> <li>• While the language used to address the more predictable bullet points may be accurate, serious errors occur when the candidate attempts to address the less predictable areas.</li> <li>• The Directed Writing may be presented as a single paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to form tenses is inconsistent.</li> <li>• In the use of the perfect tense the auxiliary verb is omitted on a number of occasions.</li> <li>• There may be confusion between the singular and plural form of verbs.</li> <li>• There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order.</li> <li>• Several errors are serious, perhaps showing mother tongue interference.</li> <li>• There may be one sentence which is not intelligible to a sympathetic native speaker.</li> <li>• One area may be very weak.</li> <li>• Overall, there is more incorrect than correct.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes mainly only with the predictable language required at the earlier bullet points.</li> <li>• The verbs “was” and “went” may also be used correctly.</li> <li>• There is inconsistency in the use of various expressions, especially verbs.</li> <li>• Sentences are more basic.</li> <li>• An English word may appear in the writing or a word may be omitted.</li> <li>• There may be an example of serious dictionary misuse.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	3	<ul style="list-style-type: none"> <li>The content and language may be very basic.</li> <li>However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory.</li> </ul>	<ul style="list-style-type: none"> <li>Many of the verbs are incorrect or even omitted.</li> <li>There are many errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in spelling and word order.</li> <li>Prepositions are not used correctly.</li> <li>The language is probably inaccurate throughout the writing.</li> <li>Some sentences may not be understood by a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate cannot cope with more than one or two basic verbs, frequently “had” and “was”.</li> <li>The candidate displays almost no knowledge of past tenses of verbs.</li> <li>Verbs used more than once may be written differently on each occasion.</li> <li>The candidate has a very limited vocabulary.</li> <li>Several English or “made-up” words may appear in the writing.</li> <li>There are examples of serious dictionary misuse.</li> </ul>
Very Poor	0	<ul style="list-style-type: none"> <li>The content is very basic</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>The candidate has not completed at least three of the core bullet points.</li> </ul>	<ul style="list-style-type: none"> <li>(Virtually) nothing is correct.</li> <li>Most of the errors are serious.</li> <li>Very little is intelligible to a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate copes only with “have” and “am”.</li> <li>Very few words are correctly written in the foreign language.</li> <li>English words are used.</li> <li>There may be several examples of mother tongue interference.</li> <li>There may be several examples of serious dictionary misuse.</li> </ul>

<b>What if....?</b>	
the candidate only addresses one part of one of the introductory, predictable bullet points?	In such a case the candidate is deemed to have not addressed the bullet points and a 2 mark penalty is made (ie 2 marks are deducted from the final mark awarded). This procedure applies at all categories.
some bullet points fit into one category but others are in the next, lower category?	<p>It is important to look carefully at which bullet points are better addressed.</p> <p>If the better sections include the more predictable bullet points, the marker is less likely to be generous than if the unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet points, a lower mark must be awarded.</p> <p>It is also important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet points – or even bullet points which are not there – than for the four remaining bullet points. In such cases, the lower mark being considered should be awarded.</p>
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.
the Directed Writing, from the point of view of content, looks as if it belongs in a top category, but where accuracy is concerned, contains some possibly serious grammatical errors in more basic structures as a result of using relatively advanced structures combined with a less than confident knowledge of the more basic structures?	This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate <u>can</u> do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 9.

[END OF MARKING INSTRUCTIONS]