



2009 Italian

Advanced Higher – Reading and Translation

Finalised Marking Instructions

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A 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 exploratory 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 candidate's 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, the 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 very 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

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 the SQA.

Marking should be carried out according to the scheme which follows, taking into account any modifications which may be decided on at the Markers' Meeting.

The mark for this Paper is out of 50.

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 marker's pack). (Also see 'Entries on the Mark Sheets' sub-para 3). **Do not write the reasons on the script itself. Do not make an entry on the outside of the envelope.**

General criteria for marking

Translation:

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. The total number of marks gained will, where necessary, be converted to a score out of 20.

<i>Category</i>	<i>Mark</i>	<i>Description</i>
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.

B Detailed Marking Key

See attached sheets for detailed notes on each question.

Reading and Translation

1. (a) **In paragraph two the author states that Italian universities are failing to prepare their graduates for the world of work. Give any two of his reasons for saying this.** 2
- Inadequacy of Italian academic system.
 - Total lack of quality control of teaching.
 - Unreliable assessment of students.
 - Overcrowding.
- (any two)
- (b) **What does Riccardo say about his university teachers?** 3
- Teachers turned up at last moment.
 - Not many teachers helped him to develop as a student.
 - They taught him only things linked to their narrow academic interests.
2. (a) **According to Adriana Galgano, what are the smaller Italian companies unable to provide?** 1
- Extra training for graduates.
- (b) **Why is this the case?** 1
- They lack resources.

3. (a) **What does Walter Passerini believe young people should avoid doing when choosing what to study at university?** 1
- Paying attention to market forces.
- (b) **Which factors should they take into account when making their choice?** 2
- Their own interests (and passions).
 - Their individual aptitudes.
- (c) **How else can young people prepare for their future course of study?**
- Give any three things they can do.** 3
- Plug gaps in their knowledge.
 - Improve foreign language skills.
 - Improve computer skills.
 - Deepen knowledge of subject in which they intend to specialise.
 - Find out which areas show most promise over next four or five years.
- (any three)**
4. (a) **What general points does the author make about arts degrees as opposed to science degrees?**
- Give any two things he says.** 2
- They could be considered as being irrelevant in a technological society.
 - Arts graduates will have more difficulty finding employment than science graduates.

- (b) **How has the situation changed recently?** 2
- Increase in numbers of arts graduates.
 - In public relations, publicity and creative sectors.
- (c) **What advice does Adriana Galgano give to arts students and graduates?** 2
- Do work experience when you are a student.
 - Once you graduate be prepared to take any job (even if it does not match exactly what you want).
5. (a) **What can today's graduates expect to have to do in the course of their working lives?** 1
- Change jobs (at least) seven times in the course of their lives.
- (b) **What does Passerini recommend they do?** 3
- Take a job even if it has nothing to do with your studies.
 - Be flexible.
 - Be able to update your skills continuously.

6. What techniques are used by the author to ensure that the reader is convinced of the validity of his argument? How effective do you find these techniques? Support your answer with detailed references to the text.

7

- The author makes extensive use of quotes throughout passage.
- From both graduates and experts in the field.
- These quotes are used to illustrate and reinforce points being made by the author.
- Use of direct speech is more vivid and forceful than reported speech.
- Authenticity of quotes lends additional credibility to the author's arguments.
- Reference to song in opening paragraph catches the reader's attention immediately.
- Also introduces theme of passage to the reader in a light-hearted way.
- Remaining quotes in opening paragraph swiftly show various and different aspects of the subject.
- The author's use of extensive quotes ensures that his speakers make his points for him more efficiently than if he had tried to explain them in his own words.
- This technique also makes passage more readable, journalistic and informal.
- Real people telling their own stories makes the reader more likely to identify with them and sympathise with their point of view.

Pegged Marks	Criteria
<p style="text-align: center;">7</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">5</p>	<p>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.</p>
<p style="text-align: center;">3</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">1</p>	<p>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.</p>
<p style="text-align: center;">0</p>	<p>The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.</p>

7. Translate into English:

20

Secondo Tedeschini...più ricca e soddisfacente. (lines 122–136)

10 sense units = 20 points

Each unit marked 2, 1 or 0

2 = acceptable translation

1 = key information communicated despite awkward English and/or minor inaccuracy

0 = serious inaccuracy in translation

Suggested translation (other versions are acceptable)

According to Tedeschini, universities should offer much more to students, / but she has no doubts about the importance of gaining a degree: / “A degree gives you a good cultural base / from which you can specialise in various areas. / It undoubtedly makes things easier, gives you a better quality of life and widens your prospects. / If I choose to give up my studies and start working at fifteen, / I limit my employment opportunities, / and I risk always underachieving and ending up hating what I do. / If, on the other hand, I get a degree, / I can build a richer and more satisfying life for myself”.

Total = 50

[END OF MARKING INSTRUCTIONS]